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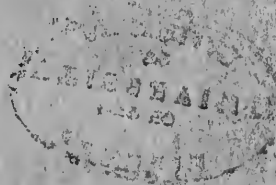
Minnesota School Library List

Books for
Elementary and Rural Schools
1915-1916

UC-NRLF



B 3 116 495



PUBLISHED BY THE
DEPARTMENT OF EDUCATION
THE CAPITOL, ST. PAUL

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Minnesota School Library List

Books for Elementary and Rural
Schools

1915 - 1916

Compiled by
MARTHA WILSON
Supervisor of School Libraries
Dep't of Education

Approved by the
State High School Board

R. E. DENFELD Duluth	ELL TORRENCE Minneapolis
G. E. VINCENT Minneapolis	G. F. HOWARD St. Paul
C. G. SCHULZ St. Paul	

LIBRARY
SCHOOL

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ACKNOWLEDGMENT.

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M. W.

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SCHOOL LIBRARY LAW.

Library board. The State High School Board shall from time to time prepare and amend a list of books suitable for school libraries, including dictionaries and other books of reference, histories and works of biography, literature, political economy, agriculture, travel and science. (1424 as amended by Chap. 563, G. L. 1913.)

State library aid. Upon receiving from any district a certified statement, approved by the county superintendent showing the purchase of books specified and included in the list prepared under the foregoing section, the appointment of a librarian for each library, and the making of proper provisions for the care thereof and for the free distribution of books suitable for distribution, the state superintendent shall furnish such district a requisition on the state auditor for one-half the purchase price, not exceeding twenty dollars for the first year's purchase and ten dollars for any subsequent year for each separate school for which a library is so furnished.

Combining with public library. Provided, first, that any school board may agree with the board of any approved public library for a specified period to become a branch of said public library and to receive therefrom library books suited to the needs of the pupils in the school and for the community. In the event of such agreement between the school board and the public library board, such school board may turn over the books of the school library other than those needed for reference in the school, to the public library and shall in case of such agreement annually pay to such public library, the sum to be expended by the school district for the purchase of library books, and any state library aid to which such school district is entitled. All books purchased by such public library from funds provided by district or state library aid shall be selected from the state list for school libraries. Any public library making agreement with school districts for library service as herein provided shall first be approved by the superintendent and the secretary of the public library commission, who shall make suitable rules governing relationship between school libraries and each public library co-operating under the provisions of this act. (1425 as amended by chap. 563, G. L. 1913.)

This act shall take effect and be in force on and after the first day of September, 1913.

STATE HIGH SCHOOL BOARD RULES

THE SCHOOL LIBRARY.

Every school shall provide:

1. **An adequate working library for the use of students.** When there is a good public library in the town, near the school, open every day and in charge of a competent librarian, the school library may be reduced to the books needed for daily class room reference.

If there is no adequate public library in the town, the school shall have a working library consisting of at least 500 books selected from the state list of books for elementary schools, and the state list of books for high schools.

State graded schools shall expend not less than \$25 annually for library books.

A graded school which receives additional aid for a high school department shall expend annually not less than \$15 for library books for this department.

State high schools shall expend not less than \$50 annually for library books.

If the school has made contract or arrangement with local public library for service, at least the amount specified above for each class of school shall be paid to the public library for purchase of books from the state lists in addition to whatever sums may be agreed upon for service. (See chapter 563, General Laws 1913.)

Where such contract or arrangement is made, the superintendent of the high school or principal of the graded school entering into such a contract shall be a member of the public library board.

2. **Library room.** This room should open from a main hall. It shall be equipped with standard shelving.

Where there is no public library in the town, the room shall be provided with suitable reading tables.

3. **Care of the books.** The books shall be classified by a standard classification, and shall be kept in order on the shelves.

They may be loaned in groups to the different class rooms for use there.

Book supports shall be provided to keep the books upright on the shelves.

Books shall be kept in repair, and rebound when necessary.

4. **School library records.** Every school shall keep an accurate account of the bound books in the library (exclusive of government documents), either by means of a standard accession book or a card shelf list. These records shall be kept accurately, and to date.

A charging system shall be kept either by book or by means of charging cards. From the record thus kept, a circulation record shall be summarized.

5. **Reports.** An annual report shall be made to the Department of Education, on the number of volumes in the library, number added each year, condition and circulation of books.

6. **Sérvice.** Definite provision shall be made for library service in one of the following ways:

1. Combination with a public library.
2. School librarian. She shall have the same educational qualifications as a teacher and shall also have had at least a six weeks' course in library training.
3. Teacher in charge of the library. She shall not be required to teach more than five periods per day, if a high school teacher, or more than five hours per day, if a grade teacher.

The person engaged for this work shall have the endorsement of the Department of Education.

7. **Instruction in the use of the library.** High school students shall be given instruction in the use of reference books, indexes and library classification, that they may learn to use the library to the best advantage.

RULES RELATING TO STATE LIBRARY AID.

To receive library aid, schools will select books from the state library list.

Districts will pay for the library books ordered out of their own funds. The state library aid will be paid at the end of the school year, and each district will share on a pro rata basis.

The county superintendent will certify each order for the purchase of library books. The book seller must furnish each school board lists in duplicate of the books ordered and purchased. One list is to be retained by the school board and the other list sent with the order, signed by the county superintendent, to the superintendent of education. The lists sent to the superintendent must be certified to by the seller that the books listed were ordered and paid for and were sent to the school board, and the school board must certify to the receipt of and payment for the books listed. The certificate of the county superintendent of the seller, and of the school board will be requisites in each case for receiving state library aid.

RULES RELATING TO COMBINING SCHOOL AND PUBLIC LIBRARIES.

In accordance with the law, rules governing the relationship of co-operating school and public libraries have been formulated as follows:

1. The contract shall be for a term of not less than one year.
2. The public library making such contract shall be approved by the Superintendent of Education and the Secretary of the Library Commission. The superintendent of the school shall be a member of the library board, and the librarian shall have had at least a term of summer school library training. A copy of the contract shall be filed with the Department of Education.
3. The school board may turn over to the public library any books from its library, excepting those needed for reference work in the school.
4. The public library may send to the school at least twice a year, collections of books selected by the teacher and librarian, who shall confer as to the books needed. When such conference is not feasible, the teacher may send to the librarian the number of pupils in the school, and their ages, and may make suggestions as to books needed, the books for children being selected from the State School library list.

5. The school board shall pay to the library board the total amount to be expended for library books by the school during the year.

The superintendent of the school may specify the books to be purchased from the school fund.

Those selected to earn state aid, must be chosen from the state lists for graded and high school libraries. The amount of state library aid due the district will be refunded to the district.

SCHOOL LIBRARY LIST—BOOKS FOR ELEMENTARY AND RURAL SCHOOLS.

This list of books replaces the Catalog for School Libraries of Minnesota, 1913-14, and must be used for all orders.

Arrangement of catalog. The list is arranged by class, according to the classification outline given on page xix thus bringing books of a similar nature and use together. In each class the books are listed by author (black face type) and title and each item is numbered consecutively. Library usage has been followed in the form of entry and in capitalization. Grades are indicated in the margin.

Index. A full author, title and subject index is given at the end so that a book may be found easily.

Editions. The titles on this list have been tested for interest and value by librarians and teachers, and those editions selected which in paper, print and binding are considered the best for the price. In some cases there are cheaper editions of the same book on the market, but it is generally considered an economy to pay a little more for an attractive book with good print and paper.

In some instances, two editions have been listed as in some schools, particularly those serving as a public library, a fine edition is desired for class room use and a cheaper edition for home reading.

Price. Since the contract feature of the school library law was repealed, only the publishers' list price can now be given. Get prices from a reliable dealer before ordering your books. Be sure that the prices are for the edition which is listed here.

Reference books. On the purchase of encyclopedias or other reference books in sets, no state library aid can be obtained. Schools are cautioned against buying expensive sets of reference books from agents and are advised to consult with the Department of Education as to the usual prices on such books before making purchases.

DIRECTIONS FOR ORDERING.

State aid. A district receives state aid of not more than \$20 on the first library order, for each building in the district, provided the district pays an equal amount. For each following order the state aid is \$10 on the payment of an equal amount by the district. No district can be aided more than once each year.

If the appropriation is not sufficient to pay sums in full, each district will receive a pro rata amount at the end of the school year.

Districts will pay for the library books ordered out of their own funds. The state library aid will be paid at the end of the school year, and each district will share on a pro rata basis.

Ordering books. Order only those on the school list, 1915-16.

Get library order blank from the county superintendent.

In filling out library blank be sure to give all the information asked for, i. e., catalog number, title and price.

It is more convenient to order all the books wanted, of a reliable book dealer than to divide the order among the various publishers.

In sending order always list some titles as **second choice** to insure prompt filling of your order. Some titles may be temporarily out of stock and some out of print.

If shipping destination is a "prepay railway station," be sure to enclose a sufficient amount to prepay transportation charges.

Prices. As the legislature repealed the contract feature of the school library law, only the publishers' list price can now be given. Get prices from a reliable dealer before ordering your books.

Number of copies. No order shall contain more than two copies of the same book for each school building. The aim of the state aid for libraries is not to furnish supplementary reading, but to provide suitable library books for general and collateral reading, and for reference.

Numbers in parenthesis, as for instance, (6-8) following catalog number, and preceding name of author and title of book, have reference to the grade for which the books are suited. These numbers are not to be recorded when lists of books are sent to the dealer.

Time of ordering. To receive special state aid, a semi-graded or rural school is required to make an addition to its library each year. The orders from these and other rural schools should be made out and sent to the dealer before the beginning of, or early in the term, so that the pupils may have the use of the books for practically the entire school year. In making out the list of books for their library, officers of rural schools should seek the assistance of their teacher and their county superintendent. Care should be exercised to select for these smaller libraries books suited to the age and advancement of the pupils. Not all books listed in this catalog are adapted for use in small libraries for reading or reference. There is no economy in buying books to be placed on the shelves simply for ornament. They should appeal to the interest and be suited to the attainments of those who are expected to use them.

Two Hundred Books for a Rural or Graded School Library

The purpose of the list is to suggest the most desirable books for first purchase and to give a standard by which a library may be measured to ascertain whether it contains books to meet the work and life of the school at all points and provides suitable books for home reading for pupils of all ages.

List prices only are given. Prices to schools should be obtained from dealers before ordering. In ordering, give publisher to insure getting the right edition.

GENERAL REFERENCE.

474	Bancroft. Games—Macmillan.....	1.50
1292	Bryant. How to tell stories to children—Houghton.....	1.00
3	Champlin. Young folks cyclopedia of common things—Holt..	3.00
4	Champlin. Young folks cyclopedia of literature and art—Holt.	3.00
5	Champlin. Young folks cyclopedia of persons and places—Holt.	3.00
305	Chapman. Bird life—Appleton	2.00
1223	Elson. History of the United States—Macmillan.....	1.75
7	Hammond. Comprehensive atlas—Hammond	1.50
231	Holtz. Nature study—Scribner	1.50
310	Hornaday. American natural history—Scribner.....	3.50
1345	Olcott. Children's reading—Houghton	1.25
800	Robert. Rules of order—Scott.....	.75
833	Schauffler comp. Christmas—Moffat	1.00
835	Schauffler comp. Thanksgiving—Moffat	1.00
836	Schauffler comp. Washington's birthday—Moffat	1.00
499	Stern. Neighborhood entertainments—Sturgis	1.00
13	World almanac. (annual)—Press Pub.....	.60

BOOKS FOR GRADES 1-3.

21	Bigham. Stories of Mother Goose village—Rand.....	.45
22	Blaisdell. Polly and Dolly—Little.....	.40
125	Cooke. Nature myths—Flanagan.....	.35
1222	Eggleston. Stories of great Americans—Amer. bk.....	.40
860	Hazard. Three years with the poets—Houghton.....	.50
133	Holbrook. Book of nature myths—Houghton.....	.45
51	Holbrook. Hiawatha primer—Houghton .....	.40
184	Jatakas. Jatakas tales; ed. by Babbitt.....	.40
65	Lansing. Rhymes and stories—Ginn.....	.35
72	Mother Goose. Mother Goose's melodies—Houghton.....	1.50
74	—— Only true Mother Goose—Lothrop.....	.60
75	Norton. Rhymes, riddles and fables—Heath.....	.25
708	Perkins. Dutch twins—Houghton.....	.50
79	Potter. Tale of Peter Rabbit—Warne.....	.60
1059	Smith. Eskimo stories—Rand.....	.40
88	Stevenson. Child's garden of verses—Rand.....	.50
93	Treadwell & Free. Reading literature primer—Row.....	.32

BOOKS FOR GRADES 3-4.

Folk lore and literature.

151	Aesop. Fables; ed. by Jacobs—Macmillan.....	1.50
152	Andersen. Stories—Houghton .....	.40
123	Brown. In the days of giants—Houghton.....	.50
175	Grimm. Household stories—Macmillan.....	1.50
182	Jacobs. English fairy tales—Burt.....	1.00
203	Maeterlinck. Blue bird for children—Silver.....	.50
218	Tappan. Golden goose—Houghton.....	1.00
1309	Thorne-Thomson. East o' the sun—Row.....	.60
224	Williston. Japanese fairy tales, ser. 1—Rand.....	.50

Industries.

480	Beard. Little folks handy book—Scribner.....	.75
437	Froelich & Snow. Art education, v. 4—Prang.....	.45
403	Johnson. When mother lets us cook—Moffat.....	.75

Order no. and grade.	List price.
History.	
1158 Baldwin. Fifty famous stories—Amer. book.....	.35
1159 Baldwin. Thirty more famous stories—Amer. book.....	.50
1259 Pumphrey. Pilgrim stories—Rand.....	.45
1190 Snedden. Docas the Indian boy—Heath.....	.40
Stories.	
563 Brown. John of the woods—Houghton.....	1.20
583 Collodi. Pinocchio—Ginn.....	.40
335 Eddy. Friends and helpers—Ginn.....	.60
671 Kipling. Just so stories—Doubleday.....	1.20
707 Paine. Arkansas bear—Altemus.....	1.00
747 Spyri. Heidi—Ginn.....	.40

BOOKS FOR GRADES 4-5.

Folk lore and literature.	
853 Burt. Poems that every child should know—Doubleday.....	.50
164 Carroll. Alice in Wonderland—Macmillan.....	.50
811 Evans & others. Farm life readers, v. 4—Silver.....	.45
132 Hawthorne. Wonder book—Houghton.....	.40
187 Kingsley. Water babies—Dutton.....	.50
190 Lang. Blue fairy book—Burt.....	1.00
208 Pyle. Some merry adventures of Robin Hood—Scribner.....	.50
210 Radford. King Arthur and his knights—Rand.....	.50
837 Scudder. Children's book—Houghton.....	2.25
846 Ware. Talks about authors—Flanagan.....	.60
223 Wiggin & Smith. Fairy ring—Doubleday.....	1.25
Sciences, arts, and industries.	
267 Fairbanks. Home geography—Educ. pub.....	.60
438 Froelich & Snow. Art education, v. 5—Prang.....	.45
250 Hawks. Stars shown to the children—Platt.....	.90
370 Hutchinson. Child's day—Houghton.....	.40
234 McIlvaine. Outdoors, indoors, up the chimney—S. S. Times...	.75
315 Miller. First book of birds—Houghton.....	.60
Geography and travel.	
939 Chamberlain. How we are sheltered—Macmillan.....	.40
912 Chamberlain. How we travel—Macmillan.....	.40
1022 Chamberlain. North America—Macmillan.....	.55
1052 McClintock. Philippines—Amer. book.....	.40
1058 Schwatka. Children of the cold—Educ. pub.....	1.25
1064 Winslow. Our American neighbors—Heath.....	.50
1041 Winslow. United States—Heath.....	.50
History and biography.	
1066 Baldwin. American book of golden deeds—Amer. book.....	.50
1123 Baldwin. Abraham Lincoln—Amer. book.....	.60
1102 Brooks. True story of Christopher Columbus—Lothrop.....	1.50
1144 Brooks. True story of George Washington—Lothrop.....	1.50
1219 Eggleston. First book in American history—Amer. book.....	.60
1152 Haaren & Poland. Famous men of Greece—Amer. book.....	.50
1086 Perry. Four American pioneers—Amer. book.....	.50
1265 Stone & Fickett. Days and deeds a hundred years ago—Heath.	.35
Stories.	
614 Drummond. Monkey that would not kill—Dodd.....	1.00
701 Otis, pseud. Toby Tyler—Harper.....	.60
703 Page. Among the camps—Scribner.....	1.35
351 Sewell. Black Beauty—Grosset.....	.50
786 White. Magic forest—Grosset.....	.75

BOOKS FOR GRADES 5-6.

Folk lore and literature.	
809 Cumnock. School speaker—McClurg.....	.75
812 Evans & others. Farm life readers, v. 5—Silver.....	.50
135 Kingsley. Heroes—Ginn.....	.30
188 Lagerlof. Wonderful adventures of Nils—Grosset.....	.75
202 Macleod. Book of King Arthur—Stokes.....	1.35
1194 Zitkala-sa. Old Indian legends—Ginn.....	.50

Order no. and grade.	List price.
Sciences, arts, and industries.	
397 Benton. Little cook book for a little girl—Estes.....	.75
103 Dewey. Lessons on morals—Hinds.....	.75
358 Forman. Stories of useful inventions—Century.....	.60
291 Fultz. Flyaways—Pub. sch. pub.....	.60
411 Ralston. When mother lets us sew—Moffat.....	.75
236 Rogers. Earth and sky—Doubleday.....	.50
297 Rogers. Trees every child should know—Doubleday.....	.50
Geography and travel.	
931 Allen. Industrial studies U. S.—Ginn.....	.65
1042 Carpenter. South America—Amer. book.....	.60
974 George. Little journey to Germany—Flanagan.....	.50
1031 Koch & James. Little journey to our Western wonderland— Flanagan .....	.50
History and biography.	
1165 Haaren & Poland. Famous men of the Middle Ages—Amer. book .....	.50
1237 Holden. Our country's flag—Appleton.....	.80
1141 Schmidt. William Tell—McClurg.....	.50
1267 Tappan. American hero stories—Houghton.....	.55
1110 Tappan. In the days of Queen Elizabeth—Lothrop.....	1.00
Stories.	
524 Aanrud. Lisbeth Longfrock—Ginn.....	.40
599 DeFoe. Robinson Crusoe—Houghton.....	.60
611 Dodge. Donald and Dorothy—Century.....	1.50
629 French. Junior cup—Century.....	1.50
337 Kipling. Jungle book—Century.....	1.50
676 Lange. Silver Island of the Chippewa—Lothrop.....	1.00
690 Morley. Donkey John of the Toy valley—McClurg.....	1.10
723 Rankin. Dandelion cottage—Holt.....	1.50
794 Wyss. Swiss family Robinson—Ginn.....	.45
797 Zollinger. Widow O'Callaghan's boys—McClurg.....	1.00

BOOKS FOR GRADES 6-7.

Folk lore and literature.	
841 Cody. Four American poets—Amer. book.....	.50
169 Crommelin. Famous legends—Century.....	.60
177 Harris. Uncle Remus: his songs and sayings—Appleton.....	2.00
813 Le Row. Pieces for every occasion—Hinds.....	1.25
883 Stevenson. Days and deeds: verse—Doubleday.....	1.00
887 Wiggin & Smith. Golden numbers—Doubleday.....	2.00
Sciences, arts, and industries.	
476 Beard. Jack of all trades—Scribner.....	1.50
439 Froelich & Snow. Art education, v. 6—Prang.....	.45
368 Gulick. Emergencies—Ginn .....	.40
514 Mackay. Patriotic plays—Holt.....	1.35
407 McGlaulin. Handicrafts for girls—Manual arts.....	1.00
360 Moffett. Careers of danger and daring—Century.....	1.50
298 Stack. Wild flowers every child should know—Doubleday....	.50
Geography and travel.	
930 Allen. Industrial studies: Europe—Ginn.....	.80
934 Carpenter. How the world is clothed—Amer. book.....	.60
971 Finmore. France—Macmillan .....	.55
981 McDonald & Dalrymple. Gerda in Sweden—Little.....	.45
148 Price. Land we live in—Small.....	1.50
History and biography.	
1202 Baldwin. Discovery of the old Northwest—Amer. book.....	.60
1208 Bourne & Benton. Introductory American history—Heath....	.60
1162 Dutton. Little stories of Germany—Amer. book.....	.40
1116 Lang. Story of Joan of Arc—Dutton.....	.50
1109 Meadowcroft. Boy's life of Edison—Harper.....	1.25

Order no. and grade.	List price.
148 Reinsch. Civil government—Sanborn.....	.60
1191 Starr. American Indians—Heath.....	.48
1178 Tappan. Old world hero stories—Houghton.....	.70
1179 Warren. Stories from English history—Heath.....	.72

Stories.

529 Alcott. Little women—Little.....	1.35
543 Barbour. Crimson sweater—Century.....	1.50
560 Brooks. Master of the Stronghearts—Dutton.....	1.50
609 Dix. Merrylips—Macmillan.....	.75
612 Dodge. Hans Brinker—Grosset.....	.75
631 French. Lance of Kanana—Lothrop.....	1.00
639 Grinnell. Jack the young ranchman—Stokes.....	1.10
696 Nash. Polly's secret—Little.....	1.30

BOOKS FOR GRADES 7-8 AND NEIGHBORHOOD USE.**Sciences, arts, and industries.**

102 Dewey. Lessons on manners—Hinds.....	.75
256 Gibson. How telegraphs and telephones work—Lippincott....	.75
104 Gulliver. Friendship of nations—Ginn.....	.60
371 Jewett. Body and its defences—Ginn.....	.50
461 McCaskey. Favorite songs and hymns—Amer. book.....	.80
498 Paret. Harper's handy book for girls—Harper.....	1.50
363 Verrill. Gasoline engine book—Harper.....	1.00
428 Wheeler. A, B, C of wood working—Putnam.....	1.50
395 Wilson. Agriculture for young folks—Webb.....	1.00

Mythology and literature.

852 Bryan. Poems of country life—Sturgis.....	1.00
899 Church. Odyssey for boys and girls—Macmillan.....	1.50
890 Macleod. Shakespeare story book—Barnes.....	1.75
865 Longfellow. Complete poetical works—Houghton.....	.30
891 Shakespeare. Complete works—Oxford univ. press.....	1.25

Geography and travel.

1020 Bishop. Panama—Century.....	.75
970 Ferryman. Norway—Macmillan.....	.55
923 Slocum. Around the world in the sloop Spray—Scribner.....	.50
993 Tomlinson. British Isles—Houghton.....	.60

History and biography.

1207 Bourne & Benton. History of the United States—Heath.....	1.00
1224 Famous adventures and prison escapes of the Civil War—Century.....	1.50
145 Haskin. American government—Lippincott.....	.80
1119 Keller. Story of my life—Grosset.....	.75
1126 Moores. Life of Lincoln—Houghton.....	.60
1095 Moses. Louisa M. Alcott—Appleton.....	1.25
1135 Richards. Florence Nightingale—Appleton.....	1.25
1145 Scudder. George Washington—Houghton.....	.40
1092 Wade. Wonder workers—Little.....	1.00
1143 Washington. Up from slavery—Grosset.....	.75

Stories.

590 Cooper. Last of the Mohicans; il. by Boyd Smith—Holt.....	1.35
593 Craik. John Halifax gentleman—Crowell.....	1.50
607 Dickens. Tale of two cities (Library binding)—Dutton.....	.50
643 Hale. Man without a county—Little.....	.30
645 Harris. Joe, the book farmer—Harper.....	1.00
670 Kipling. Captains courageous—Century.....	1.50
688 Montgomery. Anne of Green Gables—Grosset.....	.75
697 Ollivant. Bob, son of Battle—Burt.....	.75
716 Pyle. Men of iron—Harper.....	2.00
736 Scott. Ivanhoe (Library binding)—Dutton.....	.50
751 Stevenson. Treasure island—Scribner.....	.50
780 Wallace. Ben Hur—Grosset.....	.75
791 Wiggin. Rebecca of Sunnybrook farm—Grosset.....	.75

SCHOOL LIBRARY MANAGEMENT.

The library. The library is an important part of the equipment of the school. It should increase the efficiency of the school by assisting the work at every point; making the lessons more interesting, teaching the children to observe the things about them as well as giving them some knowledge of the world outside and training them to use books for information and recreation.

To do these things, it must be planned for as carefully as any other part of the equipment of the school, considering what books are needed for the particular school, how to care for them to get the best returns in service, and how to use them most effectively.

The first consideration is the selection of the books.

Selection. 1. Choose books which have direct bearing on all the subjects taught in the school, including some on agriculture, hygiene, nature study and science, a complete United States history for reference use, some one volume collections of literature (not sets), books about children's reading and story telling, handbooks of information, atlases and simple reference.

2. Choose reference books with care, considering both subject-matter and price.

There is more value in the use of whole books than in always using extracts as found in encyclopedias. Such simple reference books as the Champlin Young folks cyclopedias and others on the Two-hundred book list will serve until a really fine encyclopedia can be bought.

An encyclopedia to be useful must be of recent date. Be sure that it is not an old edition with new title page. Encyclopedias should not be purchased for schools without some verification of prices. The supervisor of school libraries will give the regular prices at which standard encyclopedias may be purchased.

No part of the purchase price of encyclopedias, or subscription to magazines is paid by the state.

Magazines are helpful in the work of the school library. Do not select the cheap, sensational magazines, thus admitting to the library, stories which would be rejected in book form. Choose the magazines which are of current interest, and which are valuable for debate work and general reference use, and worth binding as a permanent part of the library. In choosing magazines, give preference to those which are indexed.

A periodical index is necessary to make all the material in the magazines available. The Readers' guide to periodical literature, H. W. Wilson Co., White Plains, N. Y., is invaluable in the use of magazines, either current or bound. It is issued monthly. Write the firm for prices, giving the number of magazines for which the school subscribes.

MAGAZINES FOR LOWER GRADES.

*American Boy, Sprague Publishing Co., Detroit.....	\$1.00
*Boys' Life, Boy Scouts of America, New York.....	1.00
*Everyland, Everyland Co., 156 Fifth Ave., New York.....	.50
*Littlefolks, Cassino Co., Salem, Mass.....	1.00
St. Nicholas, Century Co., New York.....	3.00
*Youths' Companion (weekly), Youths' Companion, Boston.....	1.50
*Wohelo, Camp Fire Girls, New York.....	1.00
Pathfinder, Pathfinder Co., Washington, D. C.....	.25

MAGAZINES USEFUL FOR HIGH SCHOOLS.

American City, Civic Press, New York.....	2.00
Bay View Magazine, Bay View, Mich.....	3.00
*Boston Cooking School Magazine, Boston, Mass.....	2.00
Craftsman, Craftsman Publishing Co., New York.....	3.00
Harper's Magazine, Harper Bros., New York.....	4.00
Independent, Independent Co., New York.....	3.00
*Literary Digest, Funk & Wagnalls, New York.....	3.00
National Geographic Magazine, National Geographic Society, Wash- ington, D. C.	2.50
Outlook, Outlook Co., New York.....	3.00
*Popular Mechanics, Popular Mechanics, Chicago.....	1.50
Scientific American, Munn & Co., New York.....	3.00
Scribners, Scribners Sons, New York.....	3.00
Survey, Survey Associates, New York.....	3.00
*Travel Magazine, McBride, Nast Co., New York.....	3.00
*World Chronicle, Little Chronicle Co., Chicago.....	1.50
World's Work, Doubleday, Page & Co., Garden City, N. Y.....	3.00

*Not indexed in the Readers' Guide.

Much valuable reference material may be obtained in pamphlet form at little cost. The best subject index to pamphlets issued by the government is Noyes. Teaching material in government publications. Obtain this from Superintendent of Documents, Washington, D. C. Price, ten cents (coin).

3. Select books to train in habits of observation, those which will aid in identifying the stars, birds, trees, wild flowers and wild life in all forms.

4. Choose some books for the library which will help in planning for school activities; boys' and girls' clubs, school entertainments, warm lunches, social center work, debating societies.

5. The library should include those books which are generally accepted as the best of the world's literature, and which should be placed in the way of every child while young. Some of these are: Alcott, Little Women; Bunyan, Pilgrim's Progress; Baldwin, Story of Siegfried; Carroll, Alice in Wonderland; Grimm, Fairy tales; Hawthorne, Wonder book; Harris, Uncle Remus; Kipling, Jungle book; Lamb, Tales from Shakespeare; Macleod, Book of King Arthur; Mother Goose; Stevenson, Childs' Garden of Verses; Treasure Island. There are many others which should be included.

6. In selecting stories, choose those which are strong in human interest, but which preserve the right ideals of conduct and achievement.

7. Choose some interesting biography for all the grades, to follow the reading of the stories of imaginary people, books which will inspire, as well as those which will give interest to the study of history.

8. Select books to meet the children's interests or to develop talents; books of games, sports, drawing, occupations, such as simple books of sewing and basketry for the girls; mechanics, electricity and wood working for the boys. Have books on vocations for boys and girls.

9. Always choose the books with the pupils in mind, selecting those which are easily within their comprehension. Have something for all ages and interests.

10. Select only those which are wholesome in tone, which are written in good English, and which contain enough information, beauty or enjoyment to make them worth while. Do not select any books because they are harmless, but select them because they will contribute to the life and work of the school.

Select books in as good editions as can be afforded. An attractive looking book will be read and enjoyed, while the same in small type, poor paper and dingy cover will never be read.

LIBRARY ROOM.

The rules relating to school buildings require a library room in all school buildings. In a consolidated or graded school the library room must have an area of not less than 200 square feet.

It should be a workshop, planned for real work, and the tools, the books, should be in order and cared for.

It should be easily accessible. If there is no public library in the town, the school library room should be planned that it may be used as a public library also. Where this is a necessity, the library should be on the first floor, and with an outside entrance if possible.

When the library is on the second floor, it should be reached from a main hall, not through class rooms or cloak rooms.

The room should not be smaller than an ordinary class room. It should be large enough to shelve the present collection comfortably, never two rows of books on a shelf, and to allow for growth, and it should admit of tables for reading and reference use.

Lighting. Care should be taken in planning, to secure plenty of natural light for both the shelves and the reading tables.

Shelving. The present types of school buildings with light entering from one side make it necessary to put most of the shelving on one side of the room.

Provide open shelves if possible, having all books in view and within reach. Shelving should be built around the walls, and under the windows, if these are sufficiently high. Shelving should be built standard height, which is about seven feet two inches, allowing a six-inch base, six shelves one inch thick, with ten inches space between and a twelve-inch space for the bottom shelf to accommodate large-sized books. Shelves should be eight inches deep, and not more than thirty-six inches long, as they will sag if too long. Avoid high shelving and unsightly cupboards. If books must be locked in a case, secure one with glass doors.

Where wall space is limited and the room is sufficiently wide, short, double-faced stacks not more than thirty-six inches, may be built from the wall shelving at intervals of four feet, thus making alcoves. If there is any space under the windows not needed for radiation, shelves may be placed there for reference books, allowing six-inch base, two shelves one inch thick and not more than nine inches deep. The top of such a case should be flush with the window sill and will make a convenient shelf to rest the book upon while consulting it. This space may be divided into small compartments and utilized for magazines, each division being marked with name of magazine.

Furniture. The room should have at least reading tables and chairs placed near the windows, a table or desk for the librarian, a cabinet for the catalog, and built-in magazine rack.

A good size for tables is six feet long, three feet wide, thirty inches high. Round corners are most desirable. Allow at least thirty inches seating capacity for each person and aisles from three to five feet between tables. (Stearns—Essentials in library administration.)

Specifications for magazine rack will be sent upon application to the Supervisor of school libraries. Bulletin boards are useful adjuncts for posting current news items, lists of books, or pictures interesting to the different classes. They may be made of a square of cork carpet, framed.

ROUTINE IN PUTTING LIBRARY IN ORDER.

1. Sort books, mending those in need of repair. Discard very worn or soiled books. Send to bindery, those in need of rebinding.
2. Paste book pocket on inside front or back cover.
3. Classify.
4. Accession.
5. Write book card.
6. Mark books on back.
7. Arrange on shelves.
8. Make shelf markers. Post classification outline.

Binding and mending. The library should contain only books which are in condition to be used. Those which are out of repair or too soiled to be of service should not be kept on the shelves.

When to rebind a book. If the stitches are broken and the sections are loose throughout the book, it must be rebound at once if it is to give further service.

Bind books costing more than fifty cents if they are of value to the library.

When not to bind. Do not bind books with pages missing, or with very narrow inside margins. As a rule, do not bind books costing fifty cents or less. Exception is sometimes made to this rule in case of picture books which are much stronger after rebinding than in original covers.

Bind magazines needed for reference work, if indexed.

Mending. Some mending may be done to good advantage.

If the sewing of the book is still tight, but the book is loose from the cover it may be successfully repaired, by using cloth strips and home-made paste.

Never use glue or mucilage in mending, because they render the book unfit for binding.

Tears in the pages may be mended by means of thin bond paper and paste, and loose plates or a page torn out may be replaced with the same materials.

A useful guide to the mending of books is Sawyer, How to care for books in a library. This may be obtained from the Democrat Printing Co., Madison, Wis. Price 10 cents.

Addresses of binderies will be furnished by the Supervisor of school libraries.

Uses for discarded books. Portions of worn books may sometimes be used to advantage. Illustrations having any value in connection with nature, language or story work may be trimmed and filed in large envelopes marked with the subject for which they are useful, or they may be mounted on pulp board cut to uniform size, marked with the subject and filed in cases or drawers. Single poems may be mounted in the same way, filed and indexed. Stories for telling may also be saved and filed in bulletin boxes. In some country schools, books to be discarded are looked over for material for booklets, such as a Longfellow booklet, containing a biographical sketch and extracts from his writings. This material is marked and filed away until needed.

Preparation of new books for the shelves. When the books are received check with bill and with order to see that all have been received. Many libraries put date of bill, place where bought, and price, in the book back of the title page.

When working with the books, open each one carefully according to directions. This will make the books wear much longer.

How to open a new book: Lay the book, back downward, on a table or smooth surface. Press the front cover down until it touches the table, then the back cover, holding the leaves in one hand while you open a few at the back, then at the front, alternately, pressing them down gently until you reach the center of the volume. Never open the book violently nor bend back the covers, it is liable to break the back and to loosen the leaves.

Stamp books with school stamp and put in school book plate, classify. Enter the books in the accession book or library record book.

Classification. To bring material that is alike together on the shelves, the books must be classified. A school library should be classified by a standard system, because a library classified by an original system cannot readily be used by anyone except the originator, and school superintendents change frequently. By the use of a standard system, the library is brought into harmony with other library work, is intelligible to anyone who has ever used a library and pupils who become familiar with the classification of a school library can use a public library with ease.

The standard classification for libraries is the Dewey decimal system. For school libraries an abbreviated form as used in the Minnesota school library lists, will be found useful.

DEWEY DECIMAL CLASSIFICATION ABRIDGED FOR SCHOOLS.

The Ten classes showing the relation of the subjects and some of the sub-divisions used for schools:

R	General reference.	600	Useful arts.
000	General works.	607	Vocational guidance.
028	First reading.	612	Hygiene.
100	Philosophy.	630	Agriculture.
150	Psychology.	630.1	Country life.
170	Ethics.	640	Household economics.
200	Religion.	650	Business.
220	Bible stories.	680	Manual training.
290	Mythology.	700	Fine arts.
300	Sociology.	740	Drawing.
320	Government.	780	Music.
330	Economics.	790	Sports.
370	Education.	793	Indoor amusements.
370.15	Educational psychology.	800	Literature.
371	Methods—General.	807	Study and teaching.
371.7	School hygiene.	808	Composition, rhetoric.
372	Story telling.	808.5	Debating.
375	Curriculum	808.8	Readers and speakers.
375.4	Language	810	English and American.
375.51	Arithmetic.	811	Poetry.
375.8	Reading	811.8	Poetry—collections.
375.9	Geography.	812	Drama.
378	Colleges.	814	Essays and prose miscellany.
379	Rural schools.	814.8	Essays—collections.
380	Commerce.	815	Orations—collections.
398	Fairy stories and legends.	830	German.
500	Science.	839	Scandinavian.
510	Mathematics.	840	French.
520	Astronomy.	870	Greek and Latin.
530	Physics.	900	Travel, Biography, History.
540	Chemistry.	910-917	Travel
550	Geology, Physical geography.	920	Biography—collective.
570	Biology.	921	Biography—individual.
571	Primitive life.	930	Ancient history.
580	Botany.	940	General and modern.
590	Zoology.	942	English history.
		973	American history.
		Fiction	No number. Arranged alphabetically by author.

A copy of this outline should be posted on the end of the book shelves.

The Minnesota school library list will be a help in classifying. Through the index at the back the page on which the book is listed may be found. Turn to this place. The number given at the beginning of the division under which the book is found, is the classification number for all the books in that division, thus, all books of American history will have the classification number 973. In order to arrange books alphabetically in each class, some libraries add below the classification number, the first letter of the author's surname (or first two letters if the name begins with a vowel). Thus Elson's History of the United States would be marked 973

If the library is large and it seems desirable to separate the books for the grades from those for the high school, the character (y) may be placed before the class number for the grade books and (Y) for grade fiction. Place the books thus marked in separate shelves.

While classifying, the number may be written on a slip and put in the book temporarily.

Accessioning. The accession record is a chronological list of the books added to the library, and is a most important business record. It is used as a basis for insurance, to give the number of volumes in the library, to ascertain the cost of any particular book, and if fully and accurately kept may give a complete history of each book from entry to withdrawal. The most important items are the author's name, title and price.

Accession books may be bought or a strong blank book (8x10 inches) with lines numbered consecutively may be used and ruled like the form below.

FORM FOR ACCESSION BOOK.

Left side

Date received	Number	Author's surname	Title

Right side

Publisher	Source	Cost	Vol. or Copy	Class No.	Notes

The accession record should not be kept in the same book with the charging record.

Enter all books in the accession book, one volume to a line, and assign to each a number from the number of the line on which it is entered. This is the accession number of the book, which should be written on the first right-hand page following the title page and on the book plate or book pocket.

Enter only one book to a line, whether a single book or a volume in a set.

Do not use an accession number a second time. If the book is lost or withdrawn, make note in withdrawal or notes column, but do not erase entry.

Do not accession books in bad condition, unbound pamphlets, government or state documents unless they are classified as part of the library.

After the book is classified and accessioned, the class number should be marked on the back.

Marking. Mark each book, on the back, in the same relative position, one and one-half or two inches from the bottom. Use a card guide to insure uniformity of position. Mark with plain print figures, not too large, but large enough to be easily seen. Some libraries use white labels, marking the number in black ink. As labels come off easily, most libraries find ink marking directly on the book, more serviceable, using white ink for dark books and India ink for light ones. In the use of white ink, it is necessary

to have a glass of water at hand, to put the pen in, when the ink becomes dry on the point. After the books are marked, coat the marking lightly with white spirit varnish, to make it permanent. White or very light books may be coated all over with varnish and after thorough drying, may be cleaned by wiping with a damp cloth.

Arrangement. Put the books on the shelves by class, in numerical order. In each class arrange alphabetically by author.

Fiction which is not usually given a number, but only marked with author's initial, may be shelved before the 800's or at the end. Arrange alphabetically by author's name.

Reference books are placed by themselves on a special shelf and are not circulated.

Reference pamphlets should be kept in boxes marked with subject. Pamphlet boxes should also be provided for unbound magazines. In this way they may be kept together and in condition to be used.

Have book supports to keep books upright on the shelves. They not only give the library a better appearance, but also lessen the wear on books. Book supports may be bought. A brick, neatly covered with paper may be used until these can be purchased.

Pamphlet boxes should be provided for agricultural bulletins and other pamphlets. Satisfactory ones may be obtained for \$6 per hundred or single box 10c. They should be marked with the subject and may be classified and placed on the shelves with the books.

Mark each shelf with the number of the class and the name of the subject to facilitate proper placing of books and ease in finding them, as 580—Botany.

Labels may be printed with rubber type and tacked on the shelves with very small upholstery tacks, or shelf label holders may be bought. Some libraries use gummed figures and letters, pasting directly on the shelves.

Charging system. An accurate record of books loaned should be kept, so that any book belonging to the library, if not in its place on the shelves, may be located immediately. This record should show the date on which the book was loaned, and the name of the borrower, and the date returned, if the record is kept in a book.

There are two systems in use, the book charging system and the card charging system.

Books designed for this use may be bought, or a blank book ruled in columns to give information mentioned above.

The card charging system is convenient and saves time. In this system, each book has a book pocket pasted on the front or the back cover. The book pocket should bear the name of the school library stamped or printed upon it at the bottom. At the top (left side) the class number should be printed and the accession number at the right. The book card is kept in the book pocket when the book is in the library. On the book card, the information is written, by hand or on the typewriter, as indicated below. A date slip is useful to show the borrower when the book is due. This may be made of a slip of paper the size of the book card and the date stamped with a rubber stamp.

To loan a book, take the book card from the pocket, write the name of the borrower and the date in columns and write or stamp the date on the date slip. This date is a guide to the borrower, as he must return

the book within two weeks from date of issue. Put the date slip in the book pocket, and the book card in the charging tray. The book card represents the book in the library until it is returned. Have a charging tray with cover for this especial purpose. File the cards under the date that the books are due (two weeks from date of issue) having date guides in the charging tray or they may be alphabetically arranged by author's name. When a book is returned, look at the date on the date slip, find the book card in the charging tray, put in the book and return book to the shelf. It is not necessary to stamp the book with the date returned. The fact that the book card is in the book pocket and the book is on the shelf is evidence that the book was returned.

Record of books loaned. Circulation statistic sheets may be obtained from the Department of Education or a sheet of paper may be ruled into spaces for every school day of the month. Date each space.

Each day that books are loaned, count the cards before filing, and write the number in the space for that day. From this record monthly and yearly totals can readily be made up.

BOOK CARD.

Author's surname		
Brief title		
Class Number	Accession Number	
Date loaned	Name of borrower	

Actual Size 3x5

DATE SLIP.

Actual Size 3x6

Rules for borrowers. Any pupil is entitled to draw books by making application to the teacher. Any resident of the district may borrow books not needed in school work.

Every borrower may draw one book at a time, being entitled to both parts of a two-volume book.

Books may be retained two weeks, and may be once renewed for the same period, unless reserved for another borrower.

Suitable fines (not more than one cent a day, or five cents a week, if the library is open only once a week) should be paid for books kept over time, and for loss or injury of books beyond reasonable wear.

Borrower's record. Some schools wish to keep a record of each book read by each student. If this is desired, a borrower's card may be made for each child, giving name and grade. When a book is drawn, the title is written on the borrower's card and the date that the book is taken. This card may be kept by the borrower or all borrowers' cards may be filed alphabetically in one part of the charging tray.

Catalog. The Minnesota school library lists will serve as a substitute for a catalog in some measure, while the library is small.

Check the author and title indexes and the divisions by classes for the books in your library. Keep these checked lists with the library and use as an index.

Cataloging. The library will not give all the service it may until all the material it contains is made readily available.

Schools are coming to the realization that it is better economy to buy fewer books and to spend some money in having them indexed for ready use.

For a collection of more than five hundred volumes, some card record is desirable. For advice and suggestions as to this work, consult the Supervisor of school libraries.

Shelf list. This is the first card record usually installed.

It is a list on cards of all the books in the library. The cards are arranged as the books are arranged on the shelves and it may be called the "table of contents" of the library. The information given on the shelf list card consists of the class number, the author's name, brief title and the accession number. The shelf list may be used as a subject catalog, especially if an alphabetical index is added.

Card catalog. A card catalog, properly prepared, gives a complete index of all the material in the books in the library. The author, title and subject cards are arranged in one alphabet like a dictionary.

To make a catalog properly requires technical knowledge of cataloging and the work should not be undertaken without instruction.

In the large school libraries it is recommended that the teacher in charge of the library should take advantage of the six weeks' course in library methods given by the library commission at the university summer school.

Full dictionary card catalogs containing author, title and subject cards for whole books and parts of books may now be purchased. For information apply to the Supervisor of school libraries.

Card catalog cases. In buying cases for card shelf list or catalog, only those planned for rods should be purchased. All cards must have holes punched for rods. Unless the cards are thus securely locked in the drawers they will be lost and the index become incomplete and valueless.

Reports. Reports on the library, as on any part of the school property, are asked for by the inspectors.

If properly kept, the accession book will answer most of the items asked for in the statistical report: number of books in library, number of books added, amount expended for books, number of books discarded, rebound.

Service. To properly arrange a library, keep it in order and direct its use to the greatest advantage requires regular work from some one. If a teacher is in charge of the library she must be allowed time to do this as a part of her regular, paid duties, not in addition thereto.

Training teacher librarians. The State high school board rules require that teachers in charge of school libraries must have training for this work. The Library commission will admit a limited number of teacher-librarians to the library summer school held at the University.

Beginning with the first semester, 1915-16, the College of education, University of Minnesota, will offer a course in elementary library methods to qualify teachers to give part time library service in the high schools of the state.

Use of the library. To make the library serviceable in connection with the school work, the pupils must be trained to use the books.

1. Teach the children the physical parts of a book and how it is made, including instruction in proper handling.

2. Lessons should be given on the printed parts, particularly the title page, introduction, table of contents and index, teaching the information to be gained from each.

3. Make a study of the dictionary to find out what information may be gained here in addition to the definition and derivation of words. Teach the meaning of the abbreviations used and what is meant by the terms: dictionary arrangement, classed arrangement.

4. Teach the classification scheme of the library and train the pupils to find material on different subjects from the shelves of the library.

HELPS IN TEACHING THE USE.

Dictionary leaflets. G. & C. Merriam Co., Springfield, Mass., free.
Ward, G. O. Practical use of books and libraries. Boston bk., \$1.00.
Elementary chapters on books, their structure, parts and reference use.

The teacher or school librarian must know the contents of the books in order to connect them with the pupils' tastes or interests. This is the first essential to effective use of the library. If she knows her books there are many ways of interesting the pupils in them.

1. Class room libraries: A few books of especial interest may be placed temporarily in each room to stimulate interest. If possible, these books should be in beautiful editions, with cheaper copies in the library for home use.

2. Reading circle lists: Some children like to read from lists. Have one for each grade and post in the room. This reading may be connected with the language work. Encourage children to own books, and parents to start home libraries for their children.

3. Story telling: By means of stories, interest may be aroused. If an ethical story is used, do not point the moral. Make direct reference to the book in which the story is found, having a copy at hand if possible. Tell stories from the books in the library, rather than always relying on collections of stories.

4. Reading aloud a part of a book may induce the reading of the whole. Use this means to introduce books of the finest quality and those a little beyond the grasp of the pupils' own reading.

5. Counteract the use of poor books by stimulating interest in really good ones.

6. Lead to use of good books by indirect suggestion, sometimes mentioning a character or incident from a book.

7. Use the pupils' interests to lead to the world of books, in work or play.

8. Remember that acquaintance with books lays a foundation for companionship among educated people. See that the pupils in the school are getting the books "that every child has read."

9. Connect the library with the life and work of the school. Use it in connection with the lessons, for ethical instruction, for observance of holidays, for the literary society or debate club.

10. Plan definite courses of reading through the grades to prepare for intelligent use of books in the high school.

11. Allow time for reports on home reading and discussion of book favorites. Recommendations on what to read next will give opportunity for progressive work.

12. In the high school, the library should strengthen the English work, not only in the study of the classics, but in practical work in vocational guidance, and preparation for life work.

13. Provide interesting books for the home reading of high school students as carefully as for the grades.

Community service. The consolidated school is founded upon the idea of community service and all the equipment should be a means to this end. In this type of school, the library should play an important part. The room should be sufficiently large to be used as a reading room and it should be easy of access, so that people will come freely. It should serve as a bureau of information for farmers' clubs and the women's clubs of the neighborhood, and the traveling library may be kept here if provision is made for regular service.

Many of the books on the state school lists, particularly those listed for the 7th and 8th grades and for the high school, will be of interest for the grown people, particularly those on agriculture, home economics and books of travel, biography and many of the stories.

Some books for adults may be added to the library, raising money for these by entertainments or by subscriptions.

A list of interesting books for school libraries open to the neighborhood will be furnished, upon request, by the supervisor of school libraries. No library aid can be obtained on the purchase of books not included in the state lists.

Advice on school libraries. The supervisor of school libraries of the Department of Education, will give advice upon the selection of books, plans and furniture for library rooms in school buildings, and all matters pertaining to school libraries.

Traveling libraries. The Minnesota Public Library Commission maintains a system of traveling libraries whereby any community may obtain books for general reading, charging only a fee for transportation. It has not been the custom to house these libraries in the school as the buildings are closed so much of the time. Where definite arrangements are made for opening school libraries to the public, such traveling libraries may be secured. For further information and application blanks address the Minnesota Public Library Commission, The Capitol, St. Paul.

Supplies Needed in Organization of School Libraries.

CLASSIFICATION.

Minnesota school library list. Outline of classification sufficient for small libraries.

Abridged Dewey decimal classification (for large collections)..... \$1.50

CATALOGING.

Hitchler. Cataloging for small libraries..... 1.25

MENDING.

Mending cloth strips (six yards one inch wide to package)..... .05

Paste (dry form will make two quarts) per package..... .30

BRUSHES.

Flat, long handle..... .15

MARKING.

David's letterine (white ink) per bottle..... .15

Devoe's white spirit varnish, per bottle..... .25

Higgin's American India ink, per bottle..... .25

Esterbrook pens No. 312.

ACCESSIONING.

Accession record one thousand lines (paper cover)..... .75

CHARGING SYSTEM.

Book (library record)..... .85

Book cards, per 1000..... 1.25

per 10015

Book pocket (open end)—

Unprinted per five hundred..... 1.00

Unprinted per thousand..... 1.75

Printed with name of library per five hundred..... 1.75

Printed with name of library per thousand..... 2.75

Charging tray with cover..... 1.80

ARRANGEMENT.

Book supports per ten..... .90

Shelf label holders, each..... .10

Gummed letters; handy box of two thousand letters and figures..... 3.50

OTHER SUPPLIES.

Bulletin boxes, each..... .10

School library stamp..... .50

Dating stamp25

Stamp pad20

Excelsior commercial printing outfit..... .50

Addresses for any of these articles will be furnished by the Supervisor of school libraries.

TEACHERS' TRAINING DEPARTMENT.

Notes for study on the Rural school library.

Introductory.

The teachers' training departments in the high schools prepare teachers for the rural schools. One of the first things a country teacher has to do is to select a school library. She often has little knowledge of children's books, and little idea of what the school library may be in the school.

The training school should include in its work some discussion of the rural school library, its purpose and use, afford an opportunity for acquaintance with the best children's books which are suited to the needs of the rural school, and give the cadets a knowledge of the state School list, from which they must select their books, so that they may use it to advantage.

The following notes are designed to help the teacher of the training class to give such instruction. The work is based on the state list, the Minnesota School library list—Books for elementary and rural schools a copy of which should be personally examined by every student. These may be obtained from the County superintendent.

It is recommended that each student teacher be required to read at least 15 of the books on the list: Two hundred books for a rural school library, and examine many others. The teacher should assign the books to be read so that the books will be selected from the different classes.

In making the assignment, the teacher will find a basis for criticism in the notes given at the beginning of the classes in this list.

Every training department should have in the class room, where there is not a well organized school library, its own library of books helpful to the training department and the country teacher. A list for such a library is included in this list, pages 90-96.

The training department should also own or have access to all the books on the list Two hundred books for a rural school library.

THE RURAL SCHOOL LIBRARY.

Every teacher needs—

(1) Knowledge and appreciation of books for help in her school work and intimate acquaintance with the best children's books.

(2) A clear idea of the purpose and possibilities of a school library.

(3) Knowledge of school library aids that are obtainable.

(4) To know how to select a useful school library.

(5) To know how to order books.

(6) To know how to care for and use a school library.

1. Knowledge of books.

The necessity for acquaintance with books needs no argument. Without them no teacher can perform her task of opening the field of knowledge to boys and girls nor give them full training for successful living. Unless she knows children's books herself, she cannot make them a power in her school. The only way to know books is to read them, read good books, and cultivate a taste for them. There are some books about books, which are suggestive. Every teacher should read all or parts of the following books, and should supplement such study by reading the books mentioned in these discussions.

Adler. Moral instruction to children.
Colby. Literature and life in school.
Lowe. Literature for children.
Olcott. Children's reading.

2. Purpose of school library.

- (1) Supplement class work and make lessons more interesting.
- (2) Furnish books for home reading for information and entertainment.
- (3) Encourage the reading of good books.

3. What the state does for school libraries.

- (1) Requires a school library as part of the equipment necessary for state aid and provides aid in selection by means of school library lists.
- (2) Gives library aid to rural schools under these conditions:
 - a. District must expend \$10 annually for library books. The state reimburses the district on a pro rata basis for part of the sum expended.
 - b. Books must be selected from the list prepared by the Department of Education.
- (3) Department of Education employs a Supervisor of school libraries who prepares the school catalog, gives advice on book selection, arrangement and planning of library rooms and all matters pertaining to school libraries.
- (4) Minnesota school library list—Books for elementary and rural schools.

All books bought with state library aid must be selected from this list. A copy may be obtained from the county superintendent. Points to be noted:

- a. Introduction—this should be studied carefully.
Law relating to school libraries.
Suggestions on the care and arrangement of the library.
Two hundred books for a Rural school library.
- b. How the school library list is arranged.
Class arrangement is used, thus bringing books on the same subject together in one place.
In each class, the books are arranged alphabetically by author's name.
Observe the class number at the beginning of each division, as 398 Fairy tales. This is the number for all books in this class.
These classification numbers correspond to those used in public libraries.

Author's name is given briefly.

Title of the book follows the author's name.

Publisher's name is given. This specifies the edition, as some books are issued by different publishers. An attempt has been made to list here, good attractive editions. An index to publishers is included at the back of the book.

Price. The attempt has been made to list books in the best inexpensive editions, while in some cases a cheap and a fine edition have both been included. It is generally considered an economy to buy a book in an attractive edition which a child will read and enjoy rather than to get one with poor print and paper which will not be used.

Only the publisher's list price can now be given. The schools should get a considerable discount from these prices. Get prices on the books you wish, from reliable dealers before ordering. Always add supplementary list to orders.

c. **Grade.** The grade for each book is indicated.

d. **Annotations.**

Each book has a descriptive note: these should be read carefully.

e. **Index.** A full author and title index is given at the back of the list, referring to the catalog number of the book. This shows whether the list contains a particular title or a book by a certain author.

f. **How to use the School list as a catalog of a school library.** Check the index for every book in the library, by author and title, also check the entry under subject. Mark each book with the number at the head of the division where it is listed. Arrange the books on the shelves, placing all of one number together, alphabetically by author's name.

(5) Two hundred books for a rural school library.

This list represents a standard, beginning collection of library books for a graded or rural school. It provides books for all ages and touches all subjects.

4. **Book selection for school libraries.**

Study carefully the suggestions on page xiv.

Read the introduction to each division in this list.

Read the annotations under the title before ordering and note the grade for which it is intended. Buy books from the 200 book list until all of these have been acquired.

Do not buy all stories, but get interesting books on all subjects. Get books of practical information—how to make and do things. In selecting titles, read the annotations which tell something of the book.

Observe grade for which it is intended.

5. **Ordering books.** Read Notes on Ordering, page ix.

6. **Care of school library.**

Shelves must be provided for books.

Keep books in good order on shelves.

Teach children to take care of books:

To prolong the life of book and keep it attractive.

To respect the rights of others—little citizen's duty. No one likes a torn, soiled book.

When new books come, talk to children about them and their care.

Read Notes on Care of the Library, page vi.

Records.

Teachers or school librarians should keep a careful record of the books in the library, of all books loaned, and keep an accurate account of any money received for fines.

Reports.

At the end of the school year, make a report on the number of volumes in library; number of volumes added during the year; volumes loaned; receipts for fines.

Read Records, Accessioning, page xx.

Use of the school library.

The teacher must know the books in her library thoroughly in order to use them successfully, it is "the book that teacher says is good" that the child wants to read.

SUGGESTIONS ON THE USE OF THE SCHOOL LIBRARY.

Adapted from Oregon State library—School circular No. 2.

What you may do to make it of service.

1. Know your books.
2. Look them over for something:
 - a. To read aloud.
 - b. To interest the child who does not read.
 - c. To help the one who has a decided interest.
 - d. To make the lessons more interesting.
 - e. To suggest ethical stories which will help to correct faults.
3. Read aloud from some of the best books.
4. Find out what each boy and girl cares most about and use curiosity or interest which has been aroused. Cultivate any decided aptitude, and awaken new interests.
5. Encourage home reading.
6. Substitute a good book for the fair or poor one which is undermining the character of the child.
7. Read a "starter" from a big book, or from a neglected one which is really worth while.
8. Allow individual reading in the schoolroom when the lesson is learned, and do not make this a reward of merit.
9. Use the library to enliven the language lesson by Friday afternoon "book talks," avoiding formal reports.
10. Use library books to supplement the text books. Assign readings and allow class time for reports on outside reading.
11. Ask questions to start search for information. (For instance—Did the cavemen have cloth?)
12. Choose a hero for each month and read about him, talk about him, learn about his life and times. (Arthur, Siegfried, Richard I, Charlemagne, Franklin, Paul Jones.)
13. Discuss interesting people in books. A debate on the comparative merits of certain boy-heroes in books may result in more discriminating selection of ideals.
14. Read short stories to correct faults (and do not point the moral.)

15. Teach use of table of contents and index. Let the children see who can find most about some subject in a given time in some certain book or books.
16. Plan an annual "library day" with program from one author, talks about the books, readings, a debate.
17. Plan for systematic reading of best literature through the grades in preparation for literature in the high school. Foundation work is essential in this subject as in others.
18. See that the library does three things for your school:
 1. Makes the lessons more interesting.
 2. Provides training in the use of books.
 3. Cultivates the reading habit.

Story telling is one of the best means of interesting children in reading. Use the story telling to direct to books, telling the story from a book not read as it should be. Have the book at hand to show when telling the story. Examine the books listed under Story telling and Children's literature, many of them include lists of stories to tell.

A very useful pamphlet on story telling is: List of stories and programs for story hours. Obtain of H. W. Wilson Co., White Plains, N. Y. 20c.

PUPILS' READING CIRCLE.

The reading circle is a good means of directing reading and of arousing interest in books. It is desirable that the children should own the books they read, thus beginning a library of their own. Parents might be willing to get them for birthday and Christmas presents, or the children save their own money to buy them.

The reading may be connected with the language work. Informal reports on the books read, are usually more satisfactory. The children should be encouraged to tell what they liked best in the book, which character they preferred and whether the book was like any other they had read. The teacher should decide the number of books to be read in a year.

This list is suggested for reading circles in the grades, 1915-16.

Grades 3-4.

Bunyan. John Bunyan's dream story.
Edgar. Treasury of verse.
Eggleston. Stories of great Americans.
Maeterlinck. Blue bird for children.
Perkins. Eskimo twins.
Zwilmeyer. Johnny Blossom.

Grades 4-5.

Barber. Wagner opera stories.
Carroll. Alice in Wonderland.
Craik. Little lame prince.
Horton. Group of famous women.
Page. Among the camps.
St. Nicholas. Stories of the ancient world.
Spyri. Moni, the goat boy.
Wiggin. Bird's Christmas Carol.

Grades 5-6.

Aanrud. Lisbeth Longfrock.
Gale. Achilles and Hector.
McDonald & Dalrymple. Kathleen in Ireland.
Pollock. Our Minnesota.
Schmidt. William Tell.
Schultz. Sinopah.
Thackeray. Rose and the ring.
Zollinger. Boy's ride.

Grades 6-7.

Hare. Story of Bayard.
Hill. On the trail of Grant and Lee.
Lange. Lost in the fur country.
Macleod. Book of King Arthur.
Muller. Elsbeth.
Richards. Florence Nightingale.
Tappan. Letters from Colonial children.
Wiggin. Rebecca of Sunnybrook farm.

Grades 7-8.

Darton. Tales of the Canterbury pilgrims.
Grenfell. Adrift on an ice pan.
Kirkland. Boy editor.
Lamb. Adventures of Ulysses.
Pinchot. Training of a forester.
Scott. Lady of the lake.
Smith. North America.
Washington. Up from slavery.

BOOKS FOR ELEMENTARY AND RURAL SCHOOLS

Order no. and grade.

List price.

REFERENCE BOOKS.

- 1 **Bartholomew, J. G.** Literary and historical atlas of America (Everymans library.) (Library binding.) Dutton... .50
 Includes a survey of North and South American coinage.
- 2 **Bartholomew, J. G.** Literary and historical atlas of Europe. (Everymans library.) (Library binding.) Dutton..... .50
 Useful little reference books, containing colored historical maps, line maps, plans of notable battles and districts connected with authors and books, and a limited gazetteer of places of literary and historical interest.—A. L. A.
- 3 †**Champlin, J. D.** Young folks' cyclopedia of common things. 3d ed. (1906). Holt 3.00
 Gives in simple language, knowledge of things in nature, science and the arts which are apt to awaken the child's curiosity. Description of articles in common use and processes connected with the arts.
 Articles are brief and arranged alphabetically by subject. Index. Many text illustrations.
 Best of the small encyclopedias but some articles are now somewhat out of date.
- 4 †**Champlin, J. D.** Young folks' cyclopedia of literature and art. Holt 3.00
 Brief accounts of leading works in literature, architecture, sculpture, painting, music. Includes characters in fiction, pen names, nicknames, etc. Considerable text illustration. N. Y.
- 5 †**Champlin, J. D.** Young folks' cyclopedia of persons and places. 6th ed. (1911). Holt..... 3.00
 An illustrated pronouncing dictionary and cyclopedia in simple language.
 This set of cyclopedias is the best thing available for schoolroom use. Oregon.
6. **Fowler, N. C.** One thousand things worth knowing. Sully.. .50
 Useful information, briefly stated, on a variety of subjects, including some statistics. Alphabetically arranged. Index.
- 7 †**Hammond's** comprehensive atlas of the world. Hammond. 1.50
 Pt. 1 contains colored maps of the world. Pt. 2 Compendium of geography and index gazetteer.
 Gives much useful information, and is of convenient size for the school library.
- 8 **McSpadden, J. W.** Handy book of synonyms. Crowell.... .50
- 9 †**Powers, G. W.** Handy dictionary of poetical quotations. Crowell35
- 10 †**Powers, G. W.** Handy dictionary of prose quotations. Crowell35
 Convenient small compilations.
- 11 **Ward, G. O.** Practical use of books and libraries, 2d ed. rev. Boston bk. 1.00
 Elementary chapters on books, their structure, parts and use, on magazines and reference books.

† On 200 book list for first purchase.

Order no. and grade.

List price.

- 12 **Whitaker, C. W., ed.** American Whitaker almanac and encyclopedia. (1915). Doubleday 1.00
 Annual. Facts concerning the trade, production, population, government and statistics of the U. S. and the world. Special war section.
 American edition of an English publication, similar to World almanac.
- 13 †**World almanac.** 1915, (cloth). Press pub..... .60
 Annual. Brief information on a great variety of subjects and useful recent statistics. Index in front.
 This must be ordered early as the edition published is small.
 Numbers 6 and 12 give somewhat the same information.

Class No.

028 PICTURE BOOKS AND BOOKS FOR CHILDREN'S FIRST READING.

Picture books to serve their purpose in a library must not only be beautiful and instructive, but must lead to reading books. They are the beginnings of children's literature. Power.

Test. Picture books should be good in drawing and color. There should be action in the picture, so that it tells a story. The story told must be one which could be given to the child to read if it were written. There should be humor but not coarseness, fun but not vulgarity.

- 14 (1-2) **Aesop.** Fables; retold by Mary Godolphin in words of one syllable. Burt60
- 15 (1-2) **Baby days;** ed. by M. M. Dodge. Century..... 1.50
 Songs, stories and pictures for very little folks. Pittsburgh.
- 16 (1-2) **Bakewell, M. E.** True fairy stories. (Eclectic readings.) Amer. bk.35
 Contents: The red shoes—Elder-tree mother—Knights and the good child and the naughty child—Ear of wheat—Five little seed babies—How the storks came and went—Milkweed fairies—Spring song—How the nautilus left his ship—Swan's song—The bell—Beaver story—How Christmas came to Bertie's house—Nightingale—Story of truth.
- 17 (1-2) **Baldwin, James.** Fairy reader. (Eclectic readings.) Amer. bk.35
 The ten famous stories in this book have been adapted from Grimm and Andersen for school use, and can easily be understood by the youngest pupils. Most of the tales teach valuable moral lessons. Oregon.
- 18 (1-2) **Baldwin, James.** Second fairy reader. Amer. bk..... .35
 Each story is derived from the folk-lore of a different people, and written in simple words and easy sentences suitable for the use of the youngest readers. A. L. A.
- 19 (1-2) **Bannerman, Helen.** Story of little black Sambo. Stokes.. .50
 A story invented for two little girls by an English lady in India, "where black children abound and tigers are everyday affairs." Very popular. Cleveland.
- 20 (1-2) **Beebe, Katherine, & Kingsley, N. F.** First year nature reader. Amer. bk.35
 Follows the seasons from fall to summer, calling attention to the flowers, fruits, birds, and activities of everyday interest. Many suggestions for seat work in the class room are given. Oregon.
- 21 (1-2) †**Bigham, M. A.** Mother Goose village. Rand..... .45
 Familiar friends from Mother Goose are used in kindergarten stories, impressing nature, industrial and ethical lessons. Text interesting and three color illustrations attractive.

† On 200 book list for first purchase.

Order no. and grade.	List price.
22 (1-3) Blaisdell, M. F. Polly and Dolly. Little.....	.40
Simple stories of four children and their good times at home and school and in the country. A. L. A.	
23 (1-2) Blaisdell, M. F. Pretty Polly Flinders. Little.....	.40
Polly Flinders asks what happened then—after Silver Locks went into the bear's house and ate their porridge,—after the kittens lost their mittens, and other happenings,—and here are the answers.	
24 (1-2) Braden, J. M. Little book of well-known toys. Rand.....	.45
Stories and jingles about a great variety of toys. Two-color illustrations.	
25 (1-2) Brooke, L. L., il. Golden goose book. (Children's books, pt. 2.) Warne .....	.50
26 (1-2) Brooke, L. L., il. Johnny Crow's garden. Warne.....	1.00
An old nursery rhyme with pictures in color of the lion with his green and yellow tie on. The crane caught in the rain, and other humorous situations. Cleveland.	
27 (1-2) Brown, C. L., & Bailey, C. S. Jingle primer. Amer. bk.....	.30
Based on Mother Goose rhymes and folk tales.	
28 (1-2) Bryce, C. T. Playtime primer. Newson.....	.36
Rhyme games for playing and reading. Partial contents: Ring-a-rosy, Jemima Jones—Mulberry bush—Farmer in the dell—London bridge. Two color illustrations.	
29 (1-2) Burgess, F. G. Goops; and how to be them. Stokes.....	1.50
Advice on manners and morals in amusing verse that children cannot fail to remember. Hewins.	
Library binding.	
30 (1-2) Burnett, Mrs. F. H. Racketty-Packetty house. Century	.60
About some old-fashioned dolls in a discarded doll house.	
31 (1-2) Cox, Palmer. Brownies at home. Century.....	1.50
Library binding.	
32 (1-2) Cox, Palmer. Brownies; their book. Century.....	1.50
What child does not know and love these queer, wee men? Power.	
Library binding.	
33 (1-2) Crane, Walter, il. Beauty and the beast picture book. Lane	1.25
The book consists of three paper picture books bound together. The other stories are The hind in the wood and The frog prince; and there are 18 colored pictures. The pictures are highly colored, spirited and characteristic in fullness of detail.	
34 (1-2) Deming, T. O. Indian child life; il. by E. W. Deming. Stokes	2.00
Written for children and made most attractive by many full page color plates after paintings in water color.	
35 (1-2) Deming, T. O. Red folk and wild folk; il. by E. W. Deming. Stokes	1.50
Indian folk-lore stories for children, with numerous full-page illustrations in color. An attractive picture book.	
36 (1-2) Dodge, Mrs. M. M. New baby world; compiled from St. Nicholas. Century	1.50
Stories, rhymes and pictures.	
37 (1-2) Fox, F. C. Indian primer. Amer bk.....	.25
About five types of Indian children,—their food, shelter, clothing, manners, and customs, with Indian myths and legends.	
38 (1-2) Francis J. G. Book of cheerful cats. Century.....	1.00
Humorous pictures and verses.	

† On 200 book list for first purchase.

Order no. and grade.	List price.
39 (1-2) Gardner, Mary. Work that is play; a dramatic reader based on Aesop's fables. Flanagan..... Fables and how to act them. Partial contents: The bundle of sticks—The lark and her little ones—The wind and the sun—The Arab and the camel—The maid and the milk—The hare and the tortoise—The two travelers.	.35
40 (1-2) Grover, E. O. Art literature readers; a primer. Atkinson	.30
Numerous pictures which are reproductions of paintings.	
41 (1-2) Grover, E. O. Art literature readers. 2v. Atkinson. Book 1	.40
42 Book 2 (by E. O. Grover & F. E. Chutter).....	.40
Each contains reproductions of paintings, and easy text to fit the pictures.	
43 (1-2) Grover, E. O. Folk lore readers; book 1. Atkinson.....	.30
Based on nursery rhymes and Aesop's fables. Two-color illustrations.	
44 (1-2) Grover, E. O. Folk lore readers; a primer. Atkinson.....	.30
Based on Mother Goose stories. Two-color illustrations.	
45 (1-2) Grover, E. O. Kittens and cats; a first reader. Houghton	.40
Pictures and easy stories for little folks who like cats.	
46 (1-2) Grover, E. O. Overall boys; a first reader; il. by B. L. Corbett. (School ed.) Rand .....	.45
Their outdoor life, how they celebrated Christmas and Thanksgiving, and adventures in the city. Illustrated in color.	
47 (1-2) Grover, E. O. Sunbonnet babies' primer; il. by B. L. Corbett. Rand .....	.40
Colored illustrations.	
48 (1-2) Haaren, J. H. Rhymes and fables; first reader grade. (Golden rod books.) Newson .....	.12
Nursery rhymes with pictures. Very popular. Pittsburgh.	
49 (1-2) Haaren, J. H. Fairy life; third reader grade. (Golden rod books.) Newson .....	.20
The best fairy poems as well as fairy tales. Oregon. Golden rod books are not very durable, but good and cheap.	
50 (1-2) Harris, A. E. Eugene Field reader. Scribner.....	.40
Verses, stories, letters for school reading.	
51 (1-2)† Holbrook, Florence. Hiawatha primer. Houghton.....	.40
A first reader, guiding little children to an understanding and enjoyment of selected passages from Hiawatha. Fully illustrated, partly in color. Popular.	
52 (1-2) Hopkins, W. J. Sandman; his farm stories. Page.....	1.50
For young children. Notable for simplicity and skillful recognition of child's love of details. N. Y.	
For reading aloud to little children. Not strongly bound.	
53 (1-2) Horsford, I. M. Stories of our holidays. Silver.....	.30
Easy reading for notable days from Labor day to the Fourth of July.	
54 (1-2) Howard, F. W., ed. Banbury Cross stories. Merrill.....	.25
Contents: Titty mouse and Tatty mouse—Chicken-licken—Half-chick—Old woman and her pig—Three bears—Lazy Jack—story of Mr. Vinegar. In words of one syllable, with line illustrations.	
55 (1-2) Judd, M. C., & Moses, M. J. Palmer Cox Brownie primer. Century .....	.40
Text from the Brownie books so arranged as to repeat the words constantly. Illustrated with Brownie pictures. Cleveland.	

† On 200 book list for first purchase.

Order no. and grade.	List price.
56 (1-2) Klingensmith, Annie. Household stories. Flanagan.....	.35
For the child's own reading. Drawn from folklore and legend. Oregon.	
57 (1-2) Lane, Mrs. M. A. L. Stories for children; first reader grade. (Eclectic readings.) Amer. bk.....	.25
Simple stories and poems which children may read for themselves.	
(1-2) Lang, Andrew, ed. Fairy tale books. Longmans.	
The series from which the following titles are taken is based on the Blue fairy book and planned for supplementary reading. The books are well made and the stories simply told.	
58 Cinderella; or, Little glass slipper, and other stories.....	.20
59 Dick Whittington, and other stories.....	.30
60 History of Jack the Giant killer, and other stories.....	.20
61 Little Red Riding Hood, and other stories.....	.20
62 Prince Darling; and other stories.....	.40
63 Sleeping beauty in the wood, and other stories.....	.20
64 (1-2)† Lansing, M. F., ed. Rhymes and stories. Ginn.....	.35
Mother Goose rhymes and the animal nursery tales such as The three little pigs. Print and illustrations good. Popular. Cleveland.	
65 (1-2) LeFèvre, Félicité. Cock and the mouse and the little red hen. Jacobs	1.00
Old tale retold. Colored illustration, full of action. Too expensive for the ordinary school.	
66 (1-2) Lucia, Rose. Peter and Polly in summer. Amer. bk.....	.35
Simple stories of home and outdoor life indirectly teaching courtesy, simplicity and love of nature. Illustrated.	
67 (1-2) Lucia, Rose. Peter and Polly in winter. Amer. bk.....	.35
Similar to above and dealing with winter fun.	
68 (1-2) McDonald, Mrs. E. A. B., & Blaisdell, M. F. Boy Blue and his friends. Little .....	.40
Why Mary's lamb went to school, what the mouse was looking for when he ran up the clock and other information about Mother Goose friends.—Introd.	
(1-2) McDonald, Mrs. E. A. B., & Blaisdell, M. F. Child life readers. 2v. Macmillan.	
69 v. 1, Child life; a first reader.....	.25
70 †v. 2, Child life in tale and fable; a second reader.....	.35
Based on the child's interests. Suggestions for seat work and phonetic drills. Poems and tales of real value as literature. Oregon.	
71 (1-2) Mother Goose. Mother Goose in silhouette; cut by K. S. Buffum. Houghton .....	.75
Much action in the pictures which are suggestive for paper cutting. Cleveland.	
72 (1-2) Mother Goose. Mother Goose's melodies; or, Songs for the nursery; ed. by W. A. Wheeler. Houghton.....	1.50
Note:—For the earliest years of childhood Mother Goose melodies are capital. Even on entering school children have by no means outgrown their pleasure in them, and in whatsoever rhymes and jingles are fortunate enough to catch the Mother Goose tone, and mirror the Mother Goose world. They are still easily at home in that fantastic world where animals are very human, and even dumb inanimate objects grow animate and speak. The images presented here are simple and vivid, the stories tantalizingly brief, but satisfying the desire for action, and the rhythm is imperious. Colby.	

† On 200 book list for first purchase.

Order no. and grade.	List price.
73 (1-2) Mother Goose. Nursery rhymes, selected by Louey Chisholm. (Told to the children series.) Dutton.....	.50
A pretty book with colored illustrations which are full of spirit and humor.	
74 (1-2) † Mother Goose. Only true Mother Goose, ed. by Monroe and Francis. Lothrop .....	.60
Reprint of an edition published in 1833. Contains an introduction by Dr. Hale. Much action and imagination in the crude woodcuts. Especially popular in the schoolroom.—Cleveland.	
(1-2) Norton, C. E., ed. Heart of oak books. Rev. ed. Heath.	
75 † Book 1, Rhymes, jingles and fables......	.25
76 † Book 2, Fables and nursery tales......	.35
Chosen from the masterpieces of English literature with special reference to the development of a taste for good reading. Probably the best collection of good literature offered in any series of school readers. The introduction is well worth reading. Oregon.	
77 (1-2) Potter, Beatrix. Tailor of Gloucester. (Library binding.) Warne .....	.60
A Christmas fairy story. Colored illustrations.	
78 (1-2) Potter, Beatrix. Tale of Benjamin Bunny. (Library binding.) Warne .....	.60
79 (1-2) † Potter, Beatrix. Tale of Peter Rabbit. (Library binding.) Warne .....	.60
Peter Rabbit was a naughty bunny who crept through the fence and made himself ill eating Farmer McGregor's cabbage. He had to go to bed and drink camomile tea while his brothers and sisters had bread and milk and blackberries for supper. Prentice and Power.	
80 (1-2) Potter, Beatrix. Tale of Squirrel Nutkin. (Library binding.) Warne.....	.60
These books are very popular with children. The simple stories are daintily illustrated and make most attractive little books for young readers. Oregon.	
81 (1-2) Poulsion, Emilie. Through the farmyard gate. Lothrop..	1.25
Stories and rhymes in which the domestic animals figure. Unnatural history, teaching moral lessons very pleasantly. Prentice and Power.	
82 (1-2) Scudder, H. E. Verse and prose for beginners in reading Houghton. (Riverside literature series, cloth.).....	.25
Splendid collection for reading and for memorizing.	
83 (1-2) Ségur, S. R. de. Sophie's troubles. Heath.....	.20
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Rand.50
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Contents: Little pine tree—House in the wood—Little Goody Twoshoes—Three bears—Gingerbread boy—City mouse and the country mouse and other little stories for little children.
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- 92 (1-2)†Treadwell, H. T. & Free, Margaret. Reading literature; first reader; il. by Frederick Richardson. Row..... .36
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Class no.

170

ETHICS, MORALS AND MANNERS

Test:—Books of ethics should contain carefully selected material, and should be interesting, helpful and inspirational.

- 99 **Addams, Jane.** Spirit of youth and the city streets. (Standard school library.) Macmillan..... .50
Shows how the spirit of youth may be utilized for good by opening up the proper channels of pleasurable activity. A wise and sympathetic book. For teachers.
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A central topic is chosen for each of the eight grades—helpfulness, home life, work, loyalty, etc. and under each are grouped extracts from good authors, one for each month. A. L. A.
- 101 (6-7) **Coe, F. E.** Heroes of everyday life. Ginn..... 40
Cites incidents of individual bravery among divers, telegraph operators, civil engineers, day laborers, life-savers, firemen, engineers at sea, miners.
- 102 (7-8)† **Dewey, Mrs. J. M.** Lessons on manners. Hinds..... .75
A simple, sensible book on behavior. Oregon.
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Anecdotes and illustrative examples chosen from history and biography and intended to stimulate and encourage young people to make the most of themselves and their opportunities. Pittsburgh.
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- 108 **Wallace, Henry.** Uncle Henry's letters to the farm boy. Macmillan50
Eighteen letters on habits, education, business, recreation and kindred subjects.

Class no.

220 BIBLE STORIES. STORIES OF THE SAINTS.

- 109 (3-4) **Baldwin, James.** Old stories of the East. Amer. bk..... 45
Stories from the Hebrew scriptures. Not in Bible language. Oregon.
- 110 (4-5) **Bible.** Old Testament stories; selected by Edwin Chisholm. (Told to the children series). Dutton..... .50
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Class no.

290 MYTHOLOGY—GREEK AND ROMAN. SCANDINAVIAN.

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The adventures of Jason and his companions in their many wanderings in search of the Golden Fleece, retold for children.	
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Sixteen Norse myths about the beginnings of things and about Odin, Thor, Loki, Skadi and other gods and goddesses.	
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Contents: Battle of the frogs and mice—Cloud cuckoo-borough—Celestial runaway—How Pelops won his bride—Atalanta's foot-race—Hero and Leander—Narcissus—Cupid and Psyche—True history—Europa's wedding journey—Orpheus and Eurydice—Daedalus and Icarus—Cydippe and Acontius—Polyphemus, Acis and Galatea—Pandora's curiosity—Thetis—Glaucus—Sirens—Hunt in Calydon—Odysseus and Leucothea—Theseus and the ring. Selections from Long ago in Greece.	
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140 (4-5) Pratt, M. L., ed. Legends of Norseland. Educ. pub..... Stories of Odin, Thor, Baldur and other Norse heroes told for little folk. Note—Adaptions of Homer and Virgil are classed with Latin and Greek literature in Class 870-880. See Class 398 for Fairy tales.	.60

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Class no.

398 FAIRY TALES, FOLK LORE AND LEGEND. HERO STORIES.

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Test: They should be simple, child-like, optimistic in tone, setting forth right and wrong clearly; they should be expressed in good English. They should be free from morbidity, superstition and animism.

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Includes many reproductions.
- 442 **Hurl, E. M.** How to show pictures to children. Houghton 1.00
Discusses the value of such instruction and how to give it. Lists of reference books and pictures.
- (4-8) **Hurl, E. M.** Riverside art series. (School ed.) Houghton.
Each volume in the series has excellent reproductions, a collection of fifteen pictures, a portrait of the artist, brief introduction, note on books of reference, historical directory of the pictures, outline of principal events in artist's life, note on contemporaries, and interpretation of each picture.
- 443 Correggio50
- 444 Greek sculpture50
- 445 Jean Francois Millet..... .50
- 446 Landseer50
- 447 Michaelangelo50
- 448 Murillo50
- 449 Raphael50
- 450 Rembrandt50
- 451 Sir Joshua Reynolds..... .50
- 452 (1-3) **Powers, E. M.** Stories of famous pictures. (Educational art readers.) (bk. 1)40
Short, simple stories drawn from famous pictures which appeal to little children. A reading book. Oregon.

† On 200 book list for first purchase.

Order no. and grade.

List price.

Class no.

780

MUSIC. FOLK DANCES.

- 453 (7-8) **Bacon, Mrs. D. M., pseud., ed.** Songs that every child should know. Doubleday..... .50
 Collection of simple melodies arranged for the voice only, such as All thro' the night—Annie of Tharau—Auld lang syne—Auld Robin Gray—Comin' thro' the rye—Drink to me only with thine eyes, and many others. Arranged under such headings as Songs of sentiment—Songs of war—National hymns—Songs of patriotism—Military nonsense songs—Shakespeare's songs. Contains indexes by titles, composers and authors. Pittsburgh.
- 454 (4-5) **Barber, G. E.** Wagner opera stories. Pub. sch. pub..... .50
 The stories given are: The Rhine-gold—Die Walküre—Siegfried—Die Gotterdammerung—Parsifal. Music motifs are included.
- 455 (6-7) **Bender, M. S.** Great opera stories. (Every child ser.) Macmillan40
 Tells the story of Children of kings—Haensel and Gretel—Mastersingers—Lohengrin—Flying Dutchman—Tannhauser.
456. (Ref) **Crawford, Caroline.** Folk dances and games. Barnes..... 1.50
 For the teacher having some knowledge of folk-dancing. Includes Finnish, Swedish, Scotch, English, German, French, and Bohemian dances.
- (1-4) **Gaynor, Mrs. J. L.** Songs of the child world. Church.
- 457 Bk. 1..... 1.00; 458 Bk. 2..... 1.00
 For kindergartens and elementary grades.
- 459 (7-8) **Johnson, Clifton, ed.** Songs every one should know. Amer. bk.50
 Well rounded collection of two hundred songs, largely familiar, grouped under subject. Title index. A. L. A.
- 460 (3-4) **Kastman, Valborg, & Köhler, Greta.** Swedish song games. Ginn75
 Forty-eight singing games with full descriptions, illustrations and music.
- 461 (7-8)† **McCaskey, J. P.** Favorite songs and hymns. Amer. bk.... .80
 A fine collection for schools and homes. From Franklin square song collection. Wisconsin.
- 462 (7-8) **Mathews, W. S. B.** Songs of all lands. Amer. bk..... .50
 A collection of patriotic and national songs, with choice folk songs, and part songs for three and four voices.
- 463 (4-5) **Mother Goose.** Mother Goose's nursery rhymes and nursery songs set to music by J. W. Elliott. McLaughlin..... .50
 Simple melodies suitable for children's voices. Many pictures. Pittsburgh.
- 464 (2-3) **Neidlinger, W. H.** Small songs for small singers. Schirmer75
 Partial contents: Mr. Duck and Mr. Turkey—The bunny—Tick tock—Mr. Frog—Little Birdie—Rocking Baby—The bluebird—The daisy and the wind—Our flag.
- 465 (4-8) **One hundred and one best songs.** (Boards.) Cable Co.... .20
 Collection of old favorite songs.
- 466 (1-2) **Poulsson, Emilie.** Holiday games and songs. Bradley..... 2.00
- 467 (2-3) **Poulsson, Emilie, & Smith, Eleanor.** Songs of a little child's day. Bradley 1.50
 Grouped under: Good children jingles—At home—Fair days and stormy—When the wind blows—In the garden—At the farm—With the birds—By the sea—Play time—Times and seasons—Mother songs.

† On 200 book list for first purchase.

Order no. and grade.	List price.
468 (3-4) Pray, M. L. Motion songs for public schools. Heath.....	.40
For school celebrations and in physical culture work.	
469 (5-6) Scobey, K. L., & Horne, O. B. Stories of great musicians. (Eclectic readings), Amer. bk. ....	.40
Sketches of the lives of Bach, Handel, Mozart, Haydn, Beethoven, Felix Mendelssohn, Chopin, Schumann, Schubert, and Wagner.	
470 (Ref.) Smith, Eleanor. Common school book of vocal music: (Modern music series). Silver .....	.40
471 (1-4) White, W. A. Beginners book of songs. (boards.) Cable co. ....	.20
Among the selections are Arbor day songs, play songs, action songs and Mother Goose songs.	

Class no.

790

AMUSEMENTS. GAMES AND SPORTS.

Test. In this class are found many books of "how to make and do things." Books of this kind, like the handicrafts (class 680) should be practical, the directions clear and easy to follow, the things suggested worth making and they should contain illustrations and diagrams.

- 472 (7-8) **Adams, J. H.** Harper's outdoor book for boys. (Harper's practical books for boys). Harper 1.50
- Simple, practical directions for making things that are worth making and not beyond the powers of an energetic boy with a mechanical turn of mind. Well printed, illustrated, and indexed. A. L. A.
- 473 (5-6) **Baker, G. C.** Indoor games and socials for boys. Association press60
- Group games—Competitive games—Trick games—Joke games—Stunts—Games with pencil and paper—Alert group games—Charades—Socials—Hints for refreshments.
- 474 (Ref.)† **Bancroft, J. H.** Games for the playground, home, school and gymnasium. Macmillan 1.50
- Contains a varied collection of games, American and foreign, which are well described. The introduction on the history of games, their evolution and psychology. A. L. A.
- 475 (7-8) **Beard, D. C.** Boatbuilding and boating. Grosset..... .50
- Describes the making of boats, from a primitive raft to a houseboat and a motor-boat, with directions for tying knots, bends and hitches, making sails, sailing, and a list of "don'ts" for the lubber and the beginner. Good illustrations and diagrams.
- 476 (6-7)† **Beard, D. C.** Jack of all trades. Scribner..... 1.50
- Directions for treetop and underground club houses, fish ponds, workshops, toboggan slides, trapping and taming animals, indoor entertainments with chalk and scissors, circuses, Christmas doings, etc. N. Y.
- 477 (7-8) **Beard, D. C.** Shelters, shacks and shanties. Scribner..... 1.25
- Describes clearly and in detail, every typical American shelter.
- 478 (6-7) **Beard, Lina, & Beard, A. B.** American girl's handy book. Scribner 1.50
- Practical directions for work and play, including: Easter egg games—May-day sports—Quiet games for hot weather—All Hallow-eve—Christmas festivities and home-made Christmas gifts. Pittsburgh.
- 479 (6-7) **Beard, Lina, & Beard, A. B.** Indoor and outdoor recreations for girls. Scribner 1.50
- A new edition of their Handicraft and recreation for girls. About spinning, weaving, pottery, toy making, and games, play houses and picnics.

† On 200 book list for first purchase.

Order no. and grade.	List price.
480 (3-4)† Beard, Lina, & Beard, A. B. Little folks handy book. Scribner Simple handicraft using empty spools, clothes pins, kindling wood, encouraging resourcefulness and simplicity in play.	.75
481 (6-7) Beard, Lina, & Beard, A. B. Things worth doing and how to do them. Scribner Amusements and occupations especially for girls. Describes a variety of parties, shows and entertainments, as well as things for home and fairs. Pittsburgh.	1.50
482 Boys scouts of America. Official handbook for boys. Rev. ed. (Everyboy's library—Boy scout edition). Grosset.. Contents: Scout craft—Woodcraft—Campercraft—Tracks, trailing and signaling—Health and endurance—Chivalry—First aid and life-saving—Games—Patriotism and citizenship. Books for reference.	.50
483 (6-7) Cave, Edward. Boy scout's hike book. Doubleday..... Intended to supplement the Official handbook of the Boy Scouts. Gives helpful and detailed directions on how to walk, the kit, "grub," tent and tent making, and the various kinds of "hikes."	.50
484 (6-7) Canfield, D. F. What shall we do now? Stokes..... Partial contents: Games for a party—Drawing games—Picnic games—Dolls' houses—Things to make—Cooking—Gardening—Pits—Thinking, guessing and acting games. Pittsburgh. New edition of Lucas' Three hundred games and pastimes.	1.50
485 (7-8) Corsan, G. H. At home in the water. Association press.. Brief illustrated manual on swimming and water sports, including fancy swimming, diving, life-saving, races and contests, water polo, hints for training and for natatoriums. A. L. A.	1.00
486 Curtis, H. S. Play and recreation for the open country. Ginn Tells of the need, and makes practical suggestions for the home, rural school, community. Describes organization of Boy scouts and Campfire girls, Boys and girls industrial clubs and social centers.	1.16
487 (4-5) Eastman, C. A. Indian scout talks; a guide for Boy scouts and Camp fire girls. Little Information on footprints, blazing trails, Indian methods of hunting, trapping and canoeing, Indian sports and customs. Includes a list of Indian names for boys and girls. A. L. A.	.80
488 (7-8) Glover, E. H. Dame Curtsey's book of guessing contests. McClurg 125 contests, including conundrums, riddles, games and ideas for special kinds of parties.	.50
489 (5-6) Hofman, M. C. Games for everybody. Dodge..... Requiring little preparation, for children, for adults, and for special days. Directions are clear. Cleveland.	.50
490 (Ref.) Holton, M. A., & Kimball, E. Games, seat work and sense training exercises. Flanagan Educative exercises to cultivate attention and concentration, games for the schoolroom and seat work along industrial lines. Especially good for country schools. Oregon.	.40
491 (3-5) Johnson, G. E. What to do at recess. Ginn..... Suggestions for the teachers, with classified lists of plays, games and folk dances. Slight but useful, especially where there is no equipped playground. A. L. A.	.25
492 Kelland, C. B. American boys' workshop. McKay..... Suggestions of things to do and working drawings of many things for a boy to make for indoor and outdoor amusement. Includes chapters on trapping and on rope tying.	1.25

† On 200 book list for first purchase.

Order no. and grade.	List price.
493 (7-8) Kelley, L. E. Three hundred things a bright girl can do. Estes 1.75 Instruction in bead, worsted, and thread work, joinery, wood carving, pyrography, basketry, rug making, clay modeling, paper flowers, athletics, taxidermy, bee keeping; suggestions for entertainments, girls' clubs, etc. Oregon.	
494 Mathewson, Christopher. Pitching in a pinch. (Everybody's lib. Boy scout ed.) Grosset ..... .50 Experiences in the big leagues and comments on players from the pitcher's box.	
495 (Ref) Moses, I. E. P. Rhythmic action plays and dances. Bradley 1.80 Original games and dances arranged to Mother Goose and other action songs. Includes directions, illustrations and music.	
496 (6-7) Mott, Mrs. Hamilton, ed. Homes games and parties. Doubleday ..... .50 For children's home parties, Hallowe'en and miscellaneous amusements, suggestions for lawn parties, arranging tableaux, and simple menus for evening companies. Pittsburgh.	
497 (Ref.) Newell, W. W. Games and songs of American children. Harper 1.25 Historical account of games, with descriptions, and the musical refrain. Includes counting out rhymes.	
498 (7-8)†Paret, A. P., ed. Harper's handy-book for girls. Harper.. 1.50 Covers a wide range of things, but gives most space to home decoration and furnishing. More up to date than Beard's What a girl can make and do, and better suited to older girls. A. L. A.	
499 (Ref.)†Stern, R. B. Neighborhood entertainments. (Young farmers practical library). Sturgis 1.00 Practical suggestions for social life in the country and in small towns. Gives directions for the organization of women's clubs, boys' clubs, social centers and small libraries, and suggests entertainments for occasions. A. L. A.	
500 (2-3) Walker, M. C. Lady Hollyhock and her friends; a book of nature dolls, and others. Doubleday 1.25 How to make dolls from nuts, flowers, and vegetables, and many other good ideas for occupations and amusements, for little children, very cleverly worked out. Oregon.	
501 (5-6) White, Mary. Book of games with directions how to play Scribner 1.00 For special occasions and holidays, other games new and old.	
502 (7-8) Withington, Paul, ed. Book of athletics. Lothrop..... 1.50 General advice and specific directions by well known players and coaches for football, track and field athletics, baseball, rowing, hockey, lawn tennis, swimming, soccer, wrestling, Lacrosse, basketball, golf.	
503 (3-4) Yale, Mrs. E. D. When Mother lets us give a party. Moffat ..... .75 Suggestions for parties for all occasions. Note. For books on Folk dancing see page 34.	

Class no.

793

DIALOGUES AND PLAYS.

504 (4-5) Barnum, M. D., ed. Harper's book of little plays. (School ed.) Harper75 Contents: Frog fairy—Revolt of the holidays—Ninepin club—Familiar quotations—Fables turned—Thanksgiving dream.	
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† On 200 book list for first purchase.

Order no. and grade.	List price.
505 (6-7) Bell, Mrs. Hugh. Fairy tale plays and how to act them. Longmans	1.50
Partial contents: Red Riding Hood—Beauty and the beast—Jack and the beanstalk—Cinderella—The tinder box—The three wishes—The fisherman and his wife—The sleeping beauty.	
Fourteen plays to be acted by boys and girls. The dances in the introduction are a feature. Practical suggestions as to scenery, illustrations and diagrams. Pittsburgh.	
506 (2-3) Bryce, C. T. Child-lore dramatic reader. Scribner.....	.30
Twenty-seven folk-tales, fables and rhymes thrown into simple dialogue form for reading or playing in schools. Brief suggestions are given for acting each story. A. L. A.	
507 (4-7) Bullivant, C. H., ed. Home plays. Dodge.....	1.50
Twenty-eight plays of English origin, many being dramatizations of familiar fairy or Greek hero tales. Detailed and practical suggestions for scenery and costumes.	
508 (7-8) Gould, E. L. Little women play. Little.....	.50
Adapted from Miss Alcott's story.	
509 (5-6) Gunnison, Binney, ed. New dialogues and plays, primary, intermediate, advanced. Hinds	1.50
510 (1-2) Johnson, E. L., & Barnum, M. D. Book of plays for little actors. Amer. bk. ....	.30
Intended to give pleasure and training in intelligent reading, both oral and silent. Mainly from nursery classics but includes one play each for Washington's birthday, Lincoln's birthday, Thanksgiving, Arbor Day, and Fourth of July, A. L. A.	
511 (3-5) Lansing, M. F. Dramatic readings for schools. Macmillan ..	.50
Stories from folklore and history for children to dramatize for themselves. Includes selections not in other books. Helps for dramatization are given.	
512 (4-5) Mackay, C. D. House of the heart and other plays for children. Holt	1.10
Ten one-act plays for little children. Full directions for dramatic action for the simple settings and costumes. A. L. A.	
513 Mackay, C. D. How to produce children's plays. Holt....	1.20
History of the children's play movement, and practical chapters on play producing scenery, costumes, and properties. Graded list of plays for school use, for holidays, outdoors, etc.	
514 (6-7) † Mackay, C. D. Patriotic plays and pageants. Holt.....	1.35
Contains three pageants, two of patriots and a Hawthorne pageant, and eight one-act plays; Abraham Lincoln, Benjamin Franklin, Boston Tea Party, Daniel Boone, George Washington's fortune, In witchcraft days, Merry Mount, Princess Pocahontas. Directions for costumes, dances and music. A. L. A.	
515 (5-6) Mackay, C. D. Silver thread, and other folk plays. Holt..	1.10
Eight plays from the folklore of Cornwall, Ireland, England, France, Norway, Germany, Italy and Russia, arranged for use in grammar grades. A note on its source and directions for costumes and simple stage settings. A. L. A.	
516 (7-8) Merington, Marguerite. Holiday plays. Duffield.....	1.25
Five one-act pieces for Washington's birthday, Lincoln's birthday, Memorial day, Fourth of July, and Thanksgiving.	
517 (5-6) Nesbitt, Frank. Magic whistle and other fairy tale plays. Longmans	1.00
Contents: Magic whistle—Mole King's daughter—Rumpelstiltskin—Golden Goose—Beauty and the beast—Goose girl.	
518 (4-5) Perry, S. G. S. When Mother lets us act. Moffat.....	.75

† On 200 book list for first purchase.

Order no. and grade.	List price.
519 (7-8) St. Nicholas book of plays and operettas. Century.....	1.00
A collection of the most popular plays and operettas which have been published in St. Nicholas. Of real, practical use to the amateur in arranging home and school performances. Prentice.	
Stevenson, Augusta. Children's classics in dramatic form. 2 v. Houghton.	
520 (2-3) Bk. 1, Seventeen very simple plays adapted from Aesop, Grimm, Anderson, Arabian nights .....	.30
521 (3-4) Bk. 2, Twenty-four plays similar to above.....	.35
522 (4-5) Bk. 3, Seventeen plays founded on fairy stories and legends .....	.40
523 (5-6) Bk. 4, Sixteen plays based on legends and historic incidents	.50

STORIES.

No class number is necessary for this class. Books should be arranged on shelves alphabetically by name of author. Stories for little children in first to second grade are in class 028.

Test: Fiction must be wholesome in tone, true, in that it gives a true picture of life, free from sensationalism or sentimentality, moral qualities should be upheld, and it should be written in good English.

For the school library, the stories should be bought which have a value in connection with the geography and history work.

This list is more general in character than is necessary for a school library, but has been made inclusive, because in many districts, the school library is the only book supply.

524 (5-6)†Aanrud, Hans. Lisbeth Longfrock, Ginn.....	.40
Gives the life on a Norwegian farm. Life among people and among animals, in the long winter and the wonderful summer up on the mountain pasture. Woven into it is the story of little, faithful Lisbeth Longfrock, who finally reaches the height of her ambition, to become head milkmaid on the Hoel farm. Power.	
525 (7-8) Adams, Andy. Wells brother. (Everyboy's lib. Boy scout ed.) Grosset	50
Two boys left alone on a homestead in Kansas, twenty-five years ago. They come to be successful ranchmen. A. L. A.	
526 (5-6) Alcott, L. M. Eight cousins. Little.....	1.35
Scrapes, mischief, and fun of one girl and her seven boy cousins. Pittsburgh.	
527 (5-6) Alcott, L. M. Jo's boys. Little.....	1.35
A sequel to Little men.	
528 (5-6) Alcott, L. M. Little men. Little.....	1.35
About the boys in Aunt Jo's and Mr. Bhaer's school. Follows Little women. Oregon.	
529 (6-7)†Alcott, L. M. Little women. Little.....	1.35
One of the most popular girls' books. About the jolly home life of four girls, Meg, Jo, Beth, and Amy. Pittsburgh.	
530 (6-7) Alcott, L. M. Old fashioned girl. Little.....	1.35
City life of a winning and sensible little country girl. N. Y.	
531 (7-8) Alcott, L. M. Spinning wheel stories. Little.....	1.20
Short stories of old-fashioned days. Power.	
532 (5-6) Alcott, L. M. Under the lilacs. Little.....	1.35
Ben and his dog Sancho ran away from a circus and found a home with Bab and Betty in the old house under the lilacs. Prentice and Power.	
533 (4-5) Alden, W. L. Cruise of the canoe club. Harper.....	.60
The cruise begins at the southern end of Lake Memphremagog, and continues down the Magog, Richelieu, and St. Lawrence rivers to Quebec. Pittsburgh.	

† On 200 book list for first purchase.

Order no. and grade.	List price.
534 (7-8) Aldrich, T. B. Story of a bad boy. (Riverside literature series.) cloth. Houghton Well, not such a very bad boy. A story of New England boyhood, so full of personal reminiscence of the author's own youthful days, and so true to boy's ideals, that it has become immortal. Prentice and Power. .50	.50
535 (6-7) Altsheiler, J. A. Horseman of the plains. (Everyboy's lib. Boy scout ed.) Grosset Story of the West in the late 60's. .50	.50
536 (7-8) Altsheiler, J. A. Young trailers. Appleton..... A stirring tale of pioneers at the time of the Revolution. Gives a picture of wilderness life and information about wood craft. A. L. A. .50	.50
537 (6-7) Amicis, Edmondo de. Cuore (Heart); a school-boy's journal. Crowell An Italian schoolboy's journal. An unusual book presenting a boy's ideal of manly courage. Especially recommended for school use. Power. .35	.35
538 (3-4) Andrews, Mrs. M. R. S. Enchanted forest and other stories. Dutton Visits of the little boy John and his brother and sisters to the enchanted forest where food grows on the trees and there are strange friendly beasts. Originally told as bedtime stories. Suited for reading aloud to little children. A. L. A. 1.50	1.50
539 (7-8) Andrews, Mrs. M. R. S. Perfect tribute. Scribner..... An incident connected with Lincoln's Gettysburg speech furnishes the subject for this fine short story. Oregon. .50	.50
540 (2-3) Aspinwall, Mrs. Alicia. Short stories for short people. Dutton Humorous stories about a squash vine that grew miles in an hour, a disobedient island that was nearly drowned, and other wonders. Pittsburgh. 1.50	1.50
541 (7-8) Barbour, R. H. Behind the line. Appleton..... Football and life in a small New England college. N. Y. .50	.50
542 (6-7) Barbour, R. H. Captain of the crew. Appleton..... School athletics and character building. Follows For the honor of the school. N. Y. .50	.50
543 (6-7)† Barbour, R. H. Crimson sweater. Century..... Life at school and pictures of football, hockey, cross country runs, boat racing, baseball, and other sports. 1.50	1.50
544 (7-8) Barbour, R. H. For the honor of the school. Appleton.... A cross-country run, exciting competitions in track athletics, and other incidents of school life. Pittsburgh. .50	.50
545 (7-8) Barbour, R. H. Forward pass. Appleton The new football in a conventional story of school life. On the whole the book is inferior to Mr. Barbour's earlier tales. A. L. A. .50	.50
546 (7-8) Barbour, R. H. Halfback. Appleton..... Tale of a preparatory school and of a freshman year at Harvard. Account of a Yale-Harvard football game. Pittsburgh. .50	.50
547 (6-7) Barbour, R. H. Weatherby's inning. Appleton..... The vindication of Jack Weatherby and how he saved his college from defeat. A base ball story. .50	.50
548 (7-8) Barnes, James. For king or country. Harper..... Story of twin brothers who took opposite sides in the war of the Revolution. Pittsburgh. 1.50	1.50
549 (6-7) Barnes, James. Yankee ships and Yankee sailors. (Everyboy's lib. Boy scout ed.) Grosset..... Tales of 1812. .50	.50
550 (7-8) Barnum, Mrs. F. C. B. Juan and Juanita. Houghton..... How a Mexican boy and girl, captured by the Comanches during an Indian raid, escaped and made their way 400 miles through the wilderness to the Texas settlements. Pittsburgh. 1.40	1.40

† On 200 book list for first purchase.

Order no. and grade.	List price.
551 (7-8) Bennett, John. Master Skylark. Century.....	1.50
The story of a little lad who sang his way to London Town and into the hearts of all the people, among them Will Shakespeare, playwright. The book is well written and will arouse the children's interest in Shakespearean literature and familiarize them with the quaint English of the Elizabethan period. Prentice and Power.	
552 (7-8) Blackmore, R. D. Lorna Doone. (Luxembourg ed.) Crowell	1.50
Tale of the savage deeds of the outlaw Doones and of honest John Ridd, whose chance encounter with Lorna makes him a soldier and a knight. N. Y.	
553 (7-8) Blanchard, A. E. Girl of '76. Wilde.....	1.25
554 (5-6) Blatchford, M. E. Story of little Jane and me. Houghton..	1.00
About two little girls who lived in New York city fifty years ago. Pittsburgh.	
555 (2-3) Blodgett, Mrs. M. F. When Christmas came too early. Little .....	.75
Tells how the little boy succeeded in bringing Christmas before Santa Claus was ready and his punishment. Colored illustrations.	
556 (6-7) Boyesen, H. H. Against heavy odds and A fearless trio. Scribner	1.25
Tale of Norse heroism. Pittsburgh.	
557 (7-8) Boyesen, H. H. Boyhood in Norway. Scribner.....	1.25
Short stories of boy life in Norway. Oregon.	
558 (7-8) Brady, C. T. Midshipman in the Pacific. (Everyboy's lib. Boy scout ed.) Grosset.....	.50
559 (7-8) Brady, C. T. Reuben James. (Young heroes of our navy.) Appleton	1.00
Mainly true story of a common sailor who participated in the fight between the Constellation and l'Insurgent, and once saved Decatur's life. N. Y.	
560 (6-7)† Brooks, E. S. Master of the Strong Hearts. Dutton.....	1.50
Thrilling tale of Custer's last rally in the valley of the Little Big Horn, and his defeat by Sitting Bull, the medicine chief of the Sioux, and crafty Master of the Strong Hearts. Pittsburgh.	
561 (5-6) Brooks, Noah. Boy emigrants. Scribner.....	1.25
Adventures of some boys who started from Illinois to cross the plains shortly after the breaking out of the "gold fever" in California. Hardy.	
562 (5-6) Brooks, Noah. Boy settlers. Scribner.....	1.25
Sequel to Boy emigrants. Adventure in Kansas.	
563 (3-4)† Brown, A. F. John of the woods. Houghton.....	1.20
A little tumbler runs away and is adopted by an old hermit, a second St. Francis in his friendships with the beasts and birds. A. L. A.	
564 (3-4) Brown, A. F. Lonesomest doll. Houghton.....	.85
A fanciful story of a lonely little queen, her lonelier splendid doll, her porter's happy little daughter, and the remarkable adventures of the three. Prentice.	
White binding which must be varnished.	
565 (6-7) Brown, Alice. Secret of the clan. Macmillan.....	1.25
Four merry girls form a tribe and solemnly promise not to divulge any of their secrets and thereby hangs the tale. A. L. A.	
566 (6-7) Brown, H. D. Her sixteenth year. Houghton.....	1.00
Sequel to Little Miss Phoebe Gay.	
Girls will like this prettily told story of Phoebe Gay growing up. Their elders may suspect she attempted and achieved too much. N. Y.	

† On 200 book list for first purchase.

Order no. and grade.		List price.
567	(4-5) Brown, H. D. Little Miss Phoebe Gay. Houghton..... Daily adventures of a little New England girl. White binding.	1.00
568	(7-8) Brown, H. D. Two college girls. Houghton..... College life with its classroom dilemmas, spreads and merrymakings. Pittsburgh.	1.20
569	(7-8) Brown, K. H. Philippa at Halcyon. Scribner..... Life in a college house. Full of incident and good times.	1.35
570	(2-3) Bunyan, John. John Bunyan's dream story; the Pilgrim's progress retold, by James Baldwin. Amer. bk..... Preserves the spirit of the original as far as possible in this simpler form.	.35
571	(6-7) Bunyan, John. Pilgrim's progress, il. by the brothers Rhead. Century..... This will not be read by many children, but to an occasional child it will be one of the books of his life. "Little women" helps to arouse an interest in it. An attractive edition. Cleveland.	1.50
572	(4-5) Burnett, Mrs. F. H. Little Lord Fauntleroy. Scribner.... An engaging boy born in America in poverty is the grandson and heir of an English earl. While the story is neither original nor probable, the circumstances are prettily told. A. L. A.	1.20
573	(4-5) Burnett, Mrs. F. H. Sara Crewe, Little Saint Elizabeth and other stories. Scribner..... The happenings of this story are quite unreal, and Sara is, to say the least, a very unusual little girl; but the ideals of the story are those of gentle breeding and courage, and the story is intensely interesting. Prentice and Power.	1.20
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- 842 (7-8) **Cody, Sherwin.** Four famous American writers; Irving, Poe, Lowell, Taylor. Amer. bk.50
- 843 (7-8) **Irving, Washington.** Tales from the Alhambra; ed. by Josephine Brower; il. by C. E. Brock. Houghton. 1.25
The legends retold are those of The Arabian astrologer, Prince Ahmel al Kamel, The moor's legacy, The three beautiful princesses, The rose of the Alhambra, The two discreet statues.
- 844 (7-8) **Marshall, H. E.** Child's English literature. Stokes. 2.50
The accounts of writers range from Caedmon to Tennyson and include those of greatest interest for young people.
Book is attractively printed and bound and has colored illustrations.
- 845 (7-8) **Roosevelt, Theodore.** Roosevelt; selections from his writings. (School reading.) Scribner.50
Selections on citizenship, history, and out-door life. Classified under: Good citizen—The pioneer—The hero—Battle of San Juan hill—Hunting wild animals. Oregon.
- 846 (5-6)† **Ware, E. R.** Talks about authors and their works. Flanagan.60
Contents Agassiz—Alcott—Andersen—Bjornson—Burnett—Burns—Dickens—Eggleson—Field—Grimm brothers—Hale—Harris—Howell—Hawthorne—Irving—Kingsley—Kipling—Longfellow—Mendelssohn—Riley—Stevenson—Stowe—Twain—Whittier—Willard.
- 847 (6-8) **Whitcomb, I. P.** Young people's story of American literature. Dodd. 1.50
Short and readable accounts of authors and orators, arranged in historical order. Omits living writers. Useful reference book for the upper grades. A. L. A.
Good illustrative selections.

Class no.

811 POETRY AND ADAPTATIONS.

See also class 028 for nursery rhymes, and poetry for little children.

Test: Poetry should be musical, simple in thought, and excellent in expression. It should appeal to the emotions, and to the imagination, and should convey a picture.

- 848 (6-7) **Baldwin, James, ed.** Nine choice poems of Longfellow, Lowell, Macaulay, Byron, Browning and Shelley. Amer. bk.25
Included because of the useful introduction to each poem. The poems are: The Skeleton in armor, by Longfellow; The singing leaves, Under the willows, Under the old elm, and Rhoeus, by Lowell; Horatius, by Macaulay; Apostrophe to the ocean, by Byron; Incident of the French camp, by Browning; and To a skylark, by Shelley. Oregon.
- (1-6) **Blake, K. D., & Alexander, Georgia.** Graded poetry readers. 3v. Merrill
- 849 v. 1, First and second years.20
- 850 v. 2, Third year.20
- 851 v. 3, Fourth year.20
Good selection of poetry for supplementary reading and for memorizing. Oregon.

† On 200 book list for first purchase.

Order no. and grade.	List price.
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853 (4-5)† Burt, M. E. Poems that every child should know. Grosset .50 Arranged in groups for children of different ages.	
854 (4-5) Chisholm, Louey, ed. Golden staircase. (School ed.) Put- nam 1.00 A well-selected anthology of poetry, containing 200 selec- tions. Colored illustrations, attractively bound. A. L. A.	
855 (7-8) Darton, F. J. H. Canterbury pilgrims: tales retold from Chaucer and others; il. by Hugh Thomson. Stokes..... 1.50 Beautiful book for classroom reference collection. The best adaptation in print. A. L. A.	
856 (2-4) Edgar, M. L., comp. Treasury of verse for little children. Crowell50 Choice collection of popular poems old and new. Partial contents: Daisies—Good night and good morning —One, two, three—Wonderful world—Child's hymn—Robin Redbreast—Visit from St. Nicholas—The frost—Try again.	
857 (4-5) Field, Eugene. Lullaby land; songs of childhood, selected by Kenneth Grahame; il. by Charles Robinson. Scribner 1.35 Partial contents: Rock-a-by lady—Dinkey bird—Sugar- plum tree—Wynken, Blynken and Nod—Little Boy Blue— Shut eye train—Pitty-pat and Tippytoe—The duel—The night-wind—Shuffle shoon and Amberlocks. Harris, A. V., & Gilbert, C. B. Poems by grades. Scribner.	
858 v. 1, grades 1-4..... .60	
859 v. 2, For grades 5-8..... .60 One of the most successful compilations. Oregon.	
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862 (7-8) Ingpen, Roger, comp. One thousand poems for children. Jacobs 1.25 Poems of every kind, including rhymes for the little ones, cradle songs, fairy poems, fables and riddles, humorous verses for older children, hymns, ballads and poems for girls. Pittsburgh.	
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865 (Ref)† Longfellow, H. W. Complete poetical works. (Autograph ed.) Houghton90 Contains all his original verse that he wished to preserve, and all his translations except the Divina commedia. Oregon.	
866 (7-8) Longfellow, H. W. Courtship of Miles Standish, and other poems. Crowell35	

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868 (3-4) Longfellow, H. W. <i>Song of Hiawatha</i> . (Riverside literature series.) cloth. Houghton40
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869 (3-4) Lovejoy, M. I. <i>Nature in verse; a poetry reader for children</i> . Silver60
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870 (6-7) Lowell, J. R. <i>Vision of Sir Launfal, and other poems</i> . New ed. (Riverside literature series.) cloth. Houghton.....	.25
871 (5-6) Lucas, E. V. <i>Book of verses for children</i> . (Popular ed.) Holt	1.00
A collection of old proverbs, nonsense rhymes, quaint, old-fashioned verses, and story poems. Pittsburgh.	
872 (7-8) Macaulay, T. B. <i>Lays of ancient Rome</i> . (Riverside literature series.) cloth. Houghton.....	.25
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873 (3-4) McMurry, Mrs. L. B., & Cook, A. S. <i>Songs of the tree top and meadow</i> . Pub. school pub.....	.40
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Partial contents: An impromptu fairy tale—Dream march—When we first played Show—The boy patriot—Little Dick and the clock—The katyids—Old Bob White—Old man Whiskery—whee-kum wheeze—The treasure of the wise man.	
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Partial contents: At Auntie's house—Man in the moon—Lugubrious whing-whang and other rhymes of the Raggedy man.	
880 (6-7) Scott, Sir Walter. <i>Lady of the lake</i> ; ed. by F. A. Barbour. (Canterbury classics.) Rand.....	.45
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886 (6-7) Whittier, J. G. Snow bound; Among the hills; Songs of labor, and other poems. (Riverside literature series.) cloth. Houghton The best edition for class use. Oregon.	.25
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Class no.

812

DRAMA.

Plays for Acting are in Class 793.

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894 (7-8) Shakespeare, William. Merchant of Venice. (Ben Greet Shakespeare.) Doubleday60
895 (7-8) Shakespeare, William. Midsummer night's dream. (Ben Greet Shakespeare.) Doubleday.....	.60

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Class no.

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These books should be used as stories following the books in classes 290 and 398.

- 896 (7-8) **Brooks, Edward.** Story of the Aeneid. Penn..... 1.00
Adventures of Aeneas, retold from Virgil, describing his voyage from Troy to the land of Latium. Pittsburgh.
- 897 (7-8) **Brooks, Edward.** Story of the Iliad. Penn..... 1.00
Tells of the deeds of Achilles, Hector, Diomed and Patroclus.
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The versions of the Odyssey by Lamb, Clarke, and Burt, and adapted for school use. This book is an interesting, well written story for individual reading. Oregon.
- 899 (6-7)† **Church, A. J.** Odyssey for boys and girls, told from Homer. Macmillan..... 1.50
Adaptation of the story of the wanderings of Ulysses, more attractive than Church's earlier work. Illustrated in color and beautifully printed. Oregon.
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Well illustrated and attractive for supplementary reading. Oregon.
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Introduction in a few chapters covers abduction of Helen, story of the wooden horse, and the return of the Greek heroes. The adventures of Ulysses, from his leaving Troy to his triumph over the evil minded suitors follows in simple, easy English, with profuse quotations from Bryant's Odyssey, perhaps the best feature of this little book. Attractive in illustration, paper and large clear type. Suitable for children of any age. G. M. Mills.
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The story of the Iliad worthily retold. The boy may well learn from it, as the author in her fine brief preface suggests, "that a hero is able and willing to do more and get less for it than other people." Prentice and Power.
- 904 (6-7) **Lamb, Charles.** Adventures of Ulysses. (Home and school classics.) Heath25
Adaptation of Chapman's translation of the Odyssey, and loses none of its poetry and romance under his sympathetic touch. It concerns itself only with the wanderings of Ulysses, arrival at Ithaca and events following, omitting the search for his father by Telemachus. G. M. Mills.

Class no.

910 GEOGRAPHY AND TRAVEL—GENERAL.

See also class 550.

Books in this class should be recent, should show that the author had personally visited the place, give a clear picture of it, and describe characteristic and important features.

- 905 (3-4) **Andrews, Jane.** Each and all; the seven little sisters prove their sisterhood. Ginn..... .50
A companion to Seven little sisters and more about them Oregon.

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906 (3-4) Andrews, Jane. Seven little sisters who live on the round ball that floats in the air. Ginn.....	.50
The seven little sisters are the little brown baby; Agoonack, the Esquimaux sister; Gemila, the child of the desert; Jeannette, the Swiss maiden; Pense, the Chinese girl; Manenko, the little dark girl; Louise, the child of the beautiful Rhine.	
The stories give a vivid picture of child life, manners and customs, climate and scenery in the different parts of the world. Pittsburgh.	
Carroll, S. W. Around the world: geographical readers. 4v. Silver.	
907 v. 1, 1st and 2d grades.....	.36
908 v. 2, 2d and 3d grades..... Egypt, India, Scotland and Russia.	.42
909 v. 3, 3d and 4th grades..... Alaska, Mexico, Norway, Sweden, Switzerland, Porto Rico, Cuba, Philippines and Hawaii.	.48
910 v. 4, 4th and 5th grades..... Life, industries and natural features of the United States.	.54
911 (7-8) Bullen, F. T. Cruise of the Cachalot. (Everyboy's lib. Boy scout ed.) Grosset50
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912 (4-5)† Chamberlain, J. F. How we travel. (Home and world series.) Macmillan.....	.40
Simple, well illustrated accounts of methods of travel in use all over the world, from the ship of the desert to the flying machine. For children of eight and over. A. L. A.	
913 (2-3) Chance, L. M. Little folks of many lands. Ginn..... Information conveyed in simple, short sentences in a direct way. Child life of the Indian, Eskimo, Dutch, Arab, etc., with legends and stories of the countries. Some illustrations in color. Oregon.	.45
914 (7-8) Dana, R. H. Two years before the mast. (Riverside school library.) Houghton .....	.70
Remarkably vivid and practical record. Leads all others as the book best descriptive of the life of the American sailor, and has, deservedly, become a sea classic. E. S. Brooks.	
915 (Ref) Dodge, R. E. Advanced geography. Rand..... Part 1, Principles of geography. Part 2, Comparative geography by the continents.	1.20
916 (Ref) Dodge, R. E. Elementary geography. Rand..... Part 1, Home geography. Part 2, World relations and the continents.	.60
These two geographies are ideal library volumes. The full index and pronouncing vocabulary, reference tables, fine maps, and modern illustrations make them most desirable. References given to the best books for children, making a guide to the use of the supplementary geographical readers and books of travel included in this list. Oregon.	
917 (3-4) Dunton, Larkin, ed. First lessons. (World and its people.) Silver .....	.36
918 (3-4) Dunton, Larkin, ed. Glimpses of the world. (World and its people.) Silver.....	.36
919 (2-3) Dutton, M. B. In field and pasture. (World at work series.) Am. bk. ....	.35
About the Pueblo Indians, the Egyptians, the Navajo Indians, the Tibetans, the Cubans, and other agricultural peoples more advanced than those treated in the volume by Mott, given below. Oregon.	
Popular with children.	
920 (1-2) Mott, S. M., & Dutton, M. B. Fishing and hunting. (World at work series.) Amer. bk.....	.30
The stories are of child life among the Eskimos, the western Indians, the Filipinos, and the Alaska Indians. Hand work given at the end of the book is an important feature. Pub.	

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List price.

- 921 (3-4) **Schwartz, J. A.** Five little strangers. Amer. bk.40
 On Indian life; life among the pilgrims; the negro child in Africa, and America; the Chinese boy at home, and in San Francisco. The little brown boy is a Filipino and his home is well described.
 Introductory to American history and useful in geography. Oregon.
- 922 (3-4) **Shaw, E. R.** Big people and little people of other lands. (Eclectic readings.) Amer. bk.30
 About the dress, appearance, and ways of living of the people of China, Arabia, Lapland, Patagonia, Russia, Holland, and other far-off lands. Pittsburgh.
- 923 (7-8)† **Slocum, Joshua.** Around the world in the sloop Spray. (School reading.) Scribner.50
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 A geographical reader describing Captain Slocum's remarkable voyage. Oregon.
- 924 (6-8) **Starr, Frederick.** Strange peoples. (Ethno-geographic readers.) Heath40
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- (Ref) **Tarr, R. S., & McMurry, F. M.** New geographies. Macmillan.
- 925 bk. 1, Home geography and the earth as a whole.65
- 926 bk. 2, Complete geography, with Minnesota supplement. 1.10
 Textbooks treating geography broadly. Structure of soil and physical features, influence of physical facts on colonization and industries. Children are shown how to investigate and demonstrate statements for themselves. Fully illustrated and valuable as children's reference books in general library. N. Y.
- 927 (5-6) **Wide world.** (Youth's companion series.) Ginn.25
 Child life in Japan, Egypt, Holland, France, Switzerland, Sweden, South America, and Alaska. Oregon.
- 928 (Ref) **Wiswell, L. O.** Globes and maps in elementary schools. Rand50
 A teacher's manual giving suggestive lessons.

Class no.

910.1 COMMERCIAL GEOGRAPHY. INDUSTRIES AND MANUFACTURES.

- 929 (6-7) **Adams, C. C.** Elementary commercial geography. Appleton 1.10
 For grammar grades. A helpful book for teachers.
 Emphasis given to improved transportation, the application of steam-power to machinery, and the progress in chemical science, as the main factors in the development of commerce and industries. Preface.
- 930 (5-7) **Allen, H. B.** Industrial studies; Europe. Ginn.80
- 931 (5-7) **Allen, H. B.** Industrial studies: United States. Ginn.65
 Includes processes and the physical geography connected with industries.
- 932 (4-5) **Bassett, S. W.** Story of wool. Penn.75
 Story of the wool industry from the range to the mill.
- 933 (3-4) **Bradish, S. P.** Stories of country life. (Eclectic readings.) Amer. bk.40
 Life on a farm, with special reference to the history of wheat, from its planting to its grinding into flour. Includes narratives of horses and dogs, birds and little wild animals, describing traits that may be watched and verified by any observant child. There are also stories relating to lumbering, coal and iron-mining. Oregon.

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- 934 (6-7)†**Carpenter, F. G.** How the world is clothed. (Readers on commerce and industry.) Amer. bk..... .60
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 Gives a knowledge of the production and preparation of foods, shows how civilization and commerce grew from man's need of foods and the exchange of foods. Imaginary visits to the great food centers, to the markets of exchange, to the factories, the farms, the forests, and the seas. Preface.
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 Many chapters in the form of letters. Not as readable as the other volumes. Oregon.
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- 939 (4-5)†**Chamberlain, J. F.** How we are sheltered. Macmillan..... .40
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- 941 (Ref) **Dooley, W. H.** Textiles. (New ed.) Heath..... 1.25
 A practical, untechnical work. Processes of manufacturing wool, silk, cotton and linen goods are described with chapters on fibers, grades of wool, remanufactured materials, etc. Descriptions and trade names of fabrics are given and appendix contains practical directions for testing goods for their durability, permanence of dye, elasticity, shrinkage and composition. A. L. A.
- 942 (5-7) **Gilson, J. C.** Wealth of the world's waste places and Oceania. Scribner60
 Gives the resources of so-called unproductive regions of the world, including the arid Southwest—Grand Canyon—Yellowstone Park—Swamp regions in the United States.
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- 944 (5-6) **Lane, Mrs. M. A. L.** Industries of today. (Youth's companion series.) Ginn..... .25
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List price.

- 945 (Ref) **McMurry, C. A.** Type studies from the geography of the United States. Macmillan50
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 Simple account of the origin and development of manufactures, goods, clothes, machinery, trade and printing. Cheap, but not well bound, as it does not open easily.
- 947 (7-8) **Rocheleau, W. F.** Geography of commerce and industries. Educ. pub. 1.00
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 951 v. 4, Transportation.60
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- 954 (3-4) **Shillig, E. E.** Four wonders. Rand.50
 Stories of cotton, wool, linen, silk in large type. Photographic illustrations.

Class no.

910.9 EXPLORATION AND DISCOVERY.

See also lives of explorers in class 921.

- 955 (6-7) **Johnson, W. H.** World's discoverers. Little. 1.35
 Marco Polo, Columbus, Vasco da Gama, Magellan, Verrazano, Froisher, Davis, Drake, and Hudson, and recent Arctic adventurers. Oregon.
- 956 (5-6) **Lawler, T. B.** Story of Columbus and Magellan. Ginn.40
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- 957 (6-7) **Maclean, J. K.** Heroes of the farthest North and farthest South. Crowell50
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Class no.

921

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973

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1344 Lowe, Orton. Literature for children. Macmillan..... .90 Discusses the value of good books and their use in the elementary school; gives selections for memorizing through the grades; and sources of standard prose for children for home library, editions. Full bibliography.	
1345 Olcott, F. J. Children's reading. * Houghton..... 1.25 Discusses influence of books, children's interests, ways of guiding reading; and gives definite suggestions for selection in the different classes. Includes list of One hundred good stories to tell. A. L. A.	

Children's books.

The training department library should include a well selected collection of books for children, at least those on the list of 200 volumes for a rural school library. These should be read and studied by the cadets while they are having their training. They will then be able to select a library for their school which will be useful in the rural school. Some definite instruction on the rural school library should be in the course of study. An outline for such work is given in the introduction to this list.

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AUTHORITIES FOR NOTES

Notes have been freely adapted from the following sources. The tests for different classes of books have been taken in part from Harron and others, Course of study for Normal school pupils on literature for children.

- A. L. A. A. L. A. catalog & A. L. A. book list.
Adams Adams, C. K. Manual of historical literature.
Adler Adler. Moral instruction of children.
Baker Baker. Descriptive guide to the best fiction.
Bascom Elva L. Bascom. Wisconsin Library Commission.
Berry Josephine Berry. College of agriculture, St. Paul.
Bk. rev. digest Book review digest.
Brookline Brookline—Public library. Bulletin.
Buffalo Buffalo—Public library. Class-room libraries for public schools.
Cleveland Cleveland—Public library. Teachers' leaf.
Colby Colby. Literature and life in school.
Cox Cox. Literature in the common schools.
Cum. bk. index Cumulative book index.
Educ. rev. Educational review.
Eng. hist. rev. English historical review.
Field Field. Fingerposts to children's reading.
Hardy Hardy. Five hundred books for the young.
Hewins Hewins. Books for boys and girls.
Johnston W. D. Johnston, Librarian, St. Paul.
Larned Larned, ed. Literature of American history.
Mabie Mabie. Legends that every child should know.
N. Y. New York State Library. Best books (annual).
Northrop Cyrus Northrop, Ex-Pres. Univ. of Minnesota.
Oregon Oregon Library Commission. List of books for school libraries.
Pittsburgh Carnegie Library of Pittsburgh. Catalog of books for use of the first eight grades.
Pittsburgh Carnegie Library of Pittsburgh. Children's reading.
Power Effie L. Power. Carnegie library, Pittsburgh.
Pratt Pratt Institute free library. (Brooklyn). Bulletin.
Prentice & Power Prentice & Power. A children's library.
Pub. Note from publishers' catalogs and announcements.
Pub. wkly. Publishers' weekly.
Sargent Sargent, ed. Reading for the young.
Wisconsin Wisconsin Library Commission. Suggestive list of children's books.

AltamusHenry Altamus, Philadelphia.
Amer. Bapt.American Baptist Pub. Society, Philadelphia.
Amer. bk.American Book Co., Chicago.
Amer. poultry assoc....American poultry association, Beaver, Pa.
AppletonD. Appleton & Co., Chicago.
ArnoldArnold & Co., Philadelphia.
Association pressInternational committee of Young men's christian
 association press, N. Y.
AtkinsonAtkinson, Mentzer & Grover, Chicago.
BakerSee Doubleday.
BarnesA. S. Barnes & Co., N. Y.
BeattysFrank D. Beattys & Co., N. Y.
Black(Macmillan Co., importers).
BobbsBobbs-Merrill Co., Indianapolis.
Boston bk.Boston Book Co., Boston.
BradleyMilton Bradley Co., Springfield, Mass.
BurtA. L. Burt & Co., N. Y.
CableCable piano co., Chicago.
CaldwellH. M. Caldwell Co., Boston.
Cambridge PressSee Putnam.
CenturyCentury Co., N. Y.
Charities Pub. Com....Charities Publication Committee, N. Y.
CharlesThomas Charles Co., Chicago.
Chicago Kindergarten.Chicago Kindergarten training school, Chicago.
Chicago University
 pressSee Univ. of Chicago.
ChurchJohn Church Co., Cincinnati.
ClarkeW. B. Clarke & Co., Boston.
ComstockComstock publishing co., Ithaca, N. Y.
CrowellT. Y. Crowell & Co., N. Y.
DoddDodd, Mead & Co., N. Y.
DodgeDodge Publishing Co., N. Y.
DoranGeorge H. Doran co., N. Y.
DoubledayDoubleday, Page & Co., Garden City, N. Y.
DuffieldDuffield & Co., N. Y.
DuttonE. P. Dutton & Co., N. Y.
Educ. Pub.Educational Publishing Co., Chicago.
EstesDana Estes & Co., Boston.
ExcelsiorExcelsior Publishing House, N. Y.
FennoR. F. Fenno & Co., N. Y.
FlanaganA. Flanagan, Chicago.
ForbesForbes & Co., Chicago.
GinnGinn & Co., Chicago.
GrossetGrosset & Dunlap, N. Y.
HammettJ. L. Hammett Co., Boston.

- HammondC. S. Hamomnd & Co., New York.
 HarperHarper & Bros., N. Y.
 HeathD. C. Heath & Co., Chicago.
 HindsHinds, Noble & Eldredge, N. Y.
 HoltHenry Holt & Co., N. Y.
 HoughtonHoughton, Mifflin & Co., Chicago.
 HuebschB. W. Huebsch, N. Y.
 JacobsG. W. Jacobs & Co., Philadelphia.
 Jewish pub.Jewish publication soc., Philadelphia.
 JohnsonJohnson, Blagden & McTurnan, Boston.
 KennerleyMitchell Kennerley, N. Y.
 LakesideLakeside press, Chicago.
 LaneJohn Lane Co., N. Y.
 LeeLee & Shepard. See Lothrop, Lee & Shepard.
 LippincottJ. B. Lippincott Co., Philadelphia.
 LittleLittle, Brown & Co., Boston.
 LongmansLongmans, Green & Co., N. Y.
 LothropLothrop, Lee & Shepard Co., Boston.
 McClure, Phillips & Co..See Doubleday.
 McClurgA. C. McClurg & Co., Chicago.
 McCulloughMcCullough printing co., Austin, Minn.
 McKayDavid McKay, Philadelphia.
 McLoughlinMcLoughlin Brothers, N. Y.
 MacmillanMacmillan Co., Chicago.
 Manual artsManual arts press, Peoria, Ill.
 MaynardSee Merrill (Now Charles E. Merrill).
 MerrillCharles E. Merrill, N. Y.
 MoffatMoffat, Yard & Co., N. Y.
 MunnMunn & Co., N. Y.
 NelsonThomas Nelson & Sons, N. Y.
 NewsonNewson & Co., N. Y.
 OxfordOxford University press, New York.
 PageL. C. Page & Co., Boston.
 PennPenn Publishing Co., Philadelphia.
 PilgrimPilgrim press, Chicago.
 PlattPlatt & Peck Co., New York.
 Popular mechanicsPopular mechanics, Chicago.
 PrangPrang Educational Co., N. Y.
 Pub. School Pub.Public School Publishing Co., Bloomington, Ill.
 PutnamG. P. Putnam's Sons, N. Y.
 RandRand, McNally & Co., Chicago.
 RevellFleming H. Revell & Co., Chicago.
 RowRow, Peterson & Co., Chicago.
 S. S. TimesSunday School Times Co., Philadelphia.
 St. JohnT. M. St. John, N. Y.
 St. Paul Bk.St. Paul book and stationery Co., St. Paul.
 SanbornB. H. Sanborn, Boston.
 SchirmerG. Schirmer, N. Y.
 School educ.School Education Co., Minneapolis.
 ScottScott, Foresman & Co., Chicago.
 ScribnerCharles Scribner's Sons, N. Y.

Silver	Silver, Burdett & Co., N. Y.
Small	Small, Maynard & Co., Boston.
Spon	Spon & Chamberlain, N. Y.
Stokes	F. A. Stokes Co., N. Y.
Sturgis	Sturgis & Walton, N. Y.
Sully	Sully & Kleinteich, N. Y.
Torch press	Torch press, Cedar Rapids, Iowa.
Univ. of Chicago	University of Chicago press, Chicago.
Univ. pub.	University Publishing Co., Lincoln, Neb.
Warne	Frederick Warne & Co., N. Y.
Webb	Webb Publishing Co., St. Paul.
Whitcomb	Whitcomb & Barrows, Boston.
Wilde	W. A. Wilde Co., Boston.
Wilson	H. W. Wilson Co., White Plains, N. Y.
Winston	John C. Winston Co., Philadelphia.
World bk.....	World Book Co., N. Y.

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